

Break

Cool star

Reports last week hailing Margaret Beckett as Labour's new star after her election, for the first time, to the Party's National Executive Committee gave some of us a faint sense of déjà vu.



Margaret Beckett: the face was familiar.

The face at least was familiar, though the name is strange, since it was as Margaret Jackson that she served for three years as Under Secretary for Education and Science. She was believed to be on the left of the Party when she arrived at the DES to serve under Fred Mulley, but evidently not as left as Joan Lester, who had resigned as junior minister in protest at spending cuts. She had started her career as a metallurgist when she worked in Transport House and the Whips Office.

Margaret Jackson lost her Lincoln seat at the General Election, but gave up her name voluntarily when she married her constituency chairman Lee Beckett. Whatever the name, she has clearly now built up a solid base of support in the party—with the aid of the trade union block vote—to take the NEC place vacated by Lady Jeger, and is expected to find another Parliamentary seat soon.

It will be interesting to see where she goes from here, and whether a Shadow Cabinet place might follow. Presumably that will depend upon finally emerging as Party leader, and so far Margaret Beckett, typically,

has given no public indication which way her sympathies lie.

Would she rival Neil Kinnock for the education portfolio? At the DES they found her very cool, capable and determined—probably more efficient to deal with than Shirley Williams, her boss for most of the time there, but less heart-warming. She came on a touch school-mistressy when she chaired the public meetings during the Great Debate. Both civil servants and colleagues believe her to be ambitious, but not to regard education as a central enough concern to satisfy her ambitions.

Linguistic Quirks

To be accorded a *festschrift* must be one of the nicest forms of accolade by one's peers: Professor Randolph Quirk, whose *festschrift* is published this week, should be well—and justifiably—pleased. *Studies in English Linguistics for Randolph Quirk* (Longman, £18) celebrates his dedicated contribution to English linguistics over the past 30 years with essays from leading scholars all over the world on the variety of directions in which the discipline is currently developing.

Quirk's contribution to that discipline has indeed been phenomenal. The list of his publications begins with an essay "on the morphological nature in Old English" and proceeds thence through no less than 90 titles dealing with the past, present and possible future of English, in its regional British dialects and its endlessly ramifying foreign variants.

The *festschrift*'s editors aim "to capture a quirkian sense of the unity underlying diversities of model, method and topic": that sense of unity underlies Quirk's slowly progressing corporate monograph *The Survey of English Usage*. But whereas Dictionary Johnson sought to "fix" the Eng-



Randolph Quirk: fleeting moments and *Gangbayspeak*.

lish language, Survey Quirk seeks to describe the fleeting moment. One of his latest publications is a cheerfully provocative essay entitled "Sound barriers and *Gangbayspeak*", where he discusses the remarkable way in which hitherto taboo locations have invaded polite literary discourse. The *ES*, of course, owes him a particular debt: it is largely been through his cheerfully provocative contributions to *Linguistics* that this column has got off to such a vigorous start.

Energy on the menu

Interesting, important, interdisciplinary—these are three pretty damning adjectives when it comes to introducing a new subject into the upper secondary curriculum. So it would be a rash prediction that energy studies are the coming thing. Still, a small project in Essex does suggest the topic can stir up considerable enthusiasm among pupils teachers and energy conservation officers.

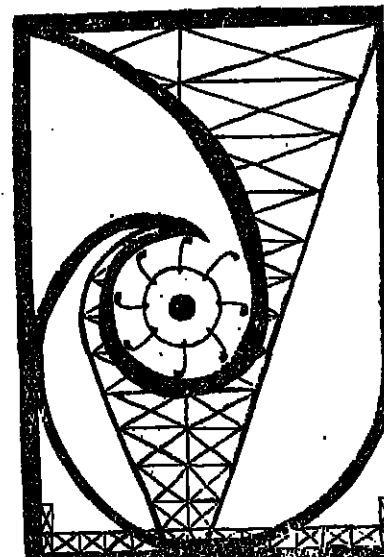
It started when the Architectural Association Graduate School's energy programme had been studying energy consumption in Essex schools, working with the County Architect's department. "We decided that the occupants of the building were too important to ignore—we couldn't treat them just as parameters," says Simos Yannis of the AA school.

So they proposed working inside schools, with pupils and teachers, on energy management. The Department of Education and Energy agreed to stand the cost (about £8,000) and work started last year in two big comprehensives, Steward's in Harlow and Saffron Walden—a particularly high energy consumer, mostly because of its motley collection of buildings and heating systems.

The researchers were a bit disappointed that in both schools, they found themselves presenting the topic in half hour dinner breaks, instead of experienced teachers including it in lesson time. At Steward's it became part of the menu for gifted children, and a small, very able, mixed-age group did some excellent work. The trouble was that they were also gifted chess players, and members and swimmers, and there were competing demands on their free time.

At Saffron Walden, the work was done by a much bigger and somewhat fluctuating group of Volunteers from the younger end of the school, causing continuing problems. But there was plenty of enthusiasm, and a lot of work was done. Brian Lawrence, the deputy head, says the group, like a buzzing roving beehive, including places like the boiler rooms, with max-min, digital and globe thermometers, photometers and air-flow tester kits.

They produced plenty of ideas for saving energy. Hot taps ran



Hydroelectric power as a future energy source, according to Linda Bristol, one of the Essex comprehensive children taking part in an AA programme.

too hot everywhere but the canteen. Wall and underfloor heating systems turned out to act as storage as well as direct systems—they might be turned off much earlier. Many rooms were unnecessarily light—windows might be blocked off. The school could be zoned more efficiently for evening use.

The trouble is getting the technical modifications needed to make changes—and everyone agrees that the point of the project is educational, not financial. "The important thing isn't saving the county money—it's important educationally for children growing up in a world that's short of the stuff," says Christopher Bream, energy conservation officer in Essex architect's department.

"Schools are very complex energy systems," says Simos Yannis. "The results on energy saving are not concrete. But it was successful as a learning experience—and if students can learn to study energy management in schools, studying single projects would be simple."

The work was received well at a big in-service meeting in Essex this term. Science teachers there seemed to agree about its potential—but warned that unless it became part of an exam syllabus it would not get very far. Simos Yannis has produced two reports, one on the project in general, and one a teacher's guide to energy work in schools. Both will shortly be available from the Energy Studies Programme, Architectural Association Graduate School, 34-36 Bedford Square, London WC1B 3ES, price not yet decided.

Meanwhile, Simos Yannis has a message of consolation for guilty teachers who feel they are wasting energy: "It is the room in the school, its waste energy opening the window—the window is the only thing they can control."

Radical insider

Martin Lightfoot, who leaves the Schools Council at the end of the year after a stint of four years directing the Industry Project, one of those bold schemes who prepared to leave one job without having the next one lined up, has declined invitations to stay at the Schools Council in an honorary capacity, and, at 38, he is open to offers.

Not, of course, that he is new to this kind of insect work. A former grammar and university teacher, he had become managing director of Penguin Education when, at the age of 32, that publisher's horse was shot under his next mount was at the time of the 1984-85 year, but he had been in the Schools Council for a year before leaving "for personal reasons" only to take on a Schools Council appointment a month later.

While still within the magic bracket when newspapers refer to him as "young", he has built up a record of achievement and interesting experience in a range of responsible jobs. Those who worked with him say his independence of mind can on occasions be mistaken for arrogance, but he has a very bright, logical mind. He has not been an unqualified success; but it is doubtful if it could have been, given the tensions implicit in curricular development in this area. What Lightfoot brought to the Schools Council was a refusal to accept conventional forms of development which had been tried and found wanting in the past.

It will be interesting to see what he achieves in his new role. He is now in charge of the administration or publishing of the Schools Council's journal, *Education*. He belongs to a new breed of operators within the English education system, who know how to make it work at the same time as trying to change it.

Next week

■ Bernard Crick: books by and about Tony Benn. ■ Expanded not enough: Colin Ball says that the village colleges. ■ Michael Church on the run-up to the TES School Prom. ■ John Dunn on Richard Sennett's new book *Discipline*. ■ Extra: Making languages teaching.

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University and poly budgets face axe

Universities and polytechnics are in the firing line for a new round of cuts in public spending to be put to the Cabinet in a fortnight's time. About £80m could be lopped off the higher education budget over the next three years. The savings are to help finance multi-million aid package for industry and unemployment. Biddy Passmore reports.

Latest cuts may top £80m

to cut about £80 million from the £1.7 billion higher education budget by 1984—equal to another 10 per cent—being considered by Treasury ministers. With other cuts in housing, health and education, they will be put to the Cabinet in two weeks' time.

The Treasury will apparently be asking that this target should be achieved by reducing staff costs and cutting out under-subscribed courses rather than closing whole institutions.

Polytechnics and colleges in the public sector would be first in the line but the universities too would suffer. There are no plans, however, to make any significant cuts in spending on schools and universities beyond those already set out in the recent Public Expenditure White Paper.

The proposed "savings" are to finance a £1,000 million programme to help industry and ease unemployment, including a £300 million package of training and employment schemes. They have been discussed at a series of meetings between Mr John Biffen, and the Minister of Education, and the Secretary of State for Education, and the Secretary of State for Education, and the Secretary of State for Education.

The papers show that the DES has dramatically reversed earlier assumptions about the size of the public sector higher education system in the early 1980s.

DES planners now assume that the number of full-time students taking advanced courses in local authority polytechnics and colleges in England and Wales will drop by some 5,000 according to the 1983-84. During the same period numbers taking further education courses would grow by more than 40,000.

These unpublished forecasts are in marked contrast to those published by the Government last year in the document *Future Trends in Higher Education*. At that time the department was still planning for a steady increase in the number of students in polytechnics and colleges.

Mr Mark Corfield, Education Secretary, is said to be "fighting his way through" the papers, and to have decided to cut only a token cut from the £2 billion education budget—£20 million—according to the 1983-84. The £3 billion education budget is the £3 billion education budget.

The Cabinet must make up its mind in order to announce this. The Education Secretary is said to be "fighting his way through" the papers, and to have decided to cut only a token cut from the £2 billion education budget—£20 million—according to the 1983-84. The £3 billion education budget is the £3 billion education budget.

Boyson to argue for a realistic sum for the polytechnics next year. A major reduction in the size of the pool would be "devastating", Mrs Angela Rumbold, the retiring chairman of the Council of Local Education Authorities, said this week.

The Treasury will also be keeping an eagle eye out for pay settlements in the public sector over the coming year. Although the university lecturers' claim relates to the present financial year, they are virtually certain to be refused the 13 per cent increase suggested by an independent chairman two weeks ago. And polytechnic lecturers will be expected to settle for well under 10 per cent in the forthcoming pay round.

The first public indication that higher education was a candidate for cuts came two weeks ago, when Dr Rhodes Boyson, the junior minister responsible, said spending on this area "could not be regarded as sacrosanct".

Five years' fall in confidential figures from the Department of Education show that even if the Cabinet leaves higher education untouched, officials are planning a steady reduction in the size of the APE pool over the next five years, writes Peter David.

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The cherries and bells have been swapped for letters and numbers in a bid to help children improve their spelling and arithmetic. All set for a replay is Neil Kelly, 15, a pupil at Brompton Hall Special School, near Scarborough.

Thousands still wait for two-month-old pay rise

by Richard Garner

Thousands of teachers are still waiting for the cash from their 1979 and 1980 pay deals—despite the fact that the agreements were wrapped up more than two months ago.

At least 24,000 teachers in three authorities—Avon, Cheshire and South Glamorgan—have still to be paid all the cash from both the increases resulting from the Clegg recommendations and the 1980 arbitration award.

Angry teachers have claimed that the authorities have shown no interest on the money while the payments—amounting to more than £30m—have been withheld.

One union leader warned that some teachers may consider court action to try to get the interest back from the authorities. However, teachers' leaders in all three authorities have accepted assurances by the authorities that it was not the question of interest.

which lay behind the delays. In all three cases the authorities have said that their computers could not cope with all the changes in teachers' pay by the end of September.

In Avon, the county's 10,000 teachers will receive back pay totalling £3,500,000 later this month. The reason for the delay is that the authority has to share a computer with Bristol City Council although teachers will now contribute the authority in an attempt to avoid a similar delay in future.

In South Glamorgan, the county's 5,000 teachers should be receiving the back pay due to them today. The authority managed to pay the second stage of the Clegg award last month but pressure on staff led to the arbitration award being delayed.

However, the authority agreed to bring payment of this month's salary cheques forward by a month. In Cheshire, the county's 9,000 teachers will be brought up to date with their pay scales at the end of the month.

Union bids for centralized salary fund

Leaders of the National Association of Schoolmasters/Union of Women Teachers are launching a campaign to have teachers' salaries paid by central government.

At its weekend executive committee meeting, the union passed a resolution to initiate a campaign to get teachers' salaries funded by grants from the Treasury which could be topped up by individual local authorities if they wanted to employ more teachers than the Government thought reasonable.

The union also voiced its "clear opposition" to cuts in education spending imposed by either local authorities or the Government, which it teaching staffing standards.

This week

Who spends what on schools 6

How teachers subsidize their training 7

80 schools close in South Africa 10

YOP: time for a change 15

Village colleges: a lost ideal? 16

100 years at the Guildhall 18

Malcolm Bradbury on television 19

Schools Prom preview 20

Tony Benn reviewed 21

Calculated risk 30

Extra

Modern language teaching 23-29

Comment	2
Platform	4
Personal Column	7
School to Work	8
Foreign Letters	10, 11
Sport	12, 13
Review	14
Arts	18
Books	19, 20
Resources	21, 22
Talkback	30, 32
Endpage	33
Aristides Bridge	34
Crossword	60
Classified	36

Chess

Once more—decentralization. It is one of the basic Iron laws of chess that one's pieces should be concentrated in and on the centre, for it is in the centre where the vital actions are going to take place, where attacks are made and repulsed and where the pieces have the most freedom and room for action.

This rule is applicable to all pieces but has its maximum force where the Queen is concerned and the reason for this is simple enough. If you look at the chess-board and want to discover where the Queen has the most power, i.e. where the Queen controls the most squares, then you will find it is in the centre that it exerts the most influence. For remember that it is the control of space that renders a piece powerful. Place the Queen on the Rook's file and it loses a great deal of its power.

Now all this may appear obvious to you and yet it is surprising how often people forget the rule and, for example, push their Queen out

to R4 in a frequently vain attempt at attack or counter-attack.

This forgetfulness applies even to master players, who should know better. In the following game, which was played in an international tournament at Vasterås, Denmark this year, Black quite an experienced international master, flouts the golden rule and places his Queen on QR4 and the fatal consequences are not long in coming.

White: K. Dargó. Black: G. Tokov.

Queen's Gambit Declined, Half-Slav Defence, Meran variation.

1. d4 d5 2. c4 e6 3. Nf3 Nf6 4. Nc3 Be7 5. Bg5 0-0 6. e5 Nxe4 7. Bxe4 dxe4 8. Nxe4 Nf6 9. Nf3 Be7 10. Nc3 0-0 11. Bg5 h6 12. Bh4 g5 13. Bf3 g4 14. Bg2 h5 15. Bf3 h4 16. Bg2 h3 17. Bf3 h2 18. Bg2 h1 19. Bf3 h0 20. Bg2 h-1 21. Bf3 h-2 22. Bg2 h-3 23. Bf3 h-4 24. Bg2 h-5 25. Bf3 h-6 26. Bg2 h-7 27. Bf3 h-8 28. Bg2 h-9 29. Bf3 h-10 30. Bg2 h-11 31. Bf3 h-12 32. Bg2 h-13 33. Bf3 h-14 34. Bg2 h-15 35. Bf3 h-16 36. Bg2 h-17 37. Bf3 h-18 38. Bg2 h-19 39. Bf3 h-20 40. Bg2 h-21 41. Bf3 h-22 42. Bg2 h-23 43. Bf3 h-24 44. Bg2 h-25 45. Bf3 h-26 46. Bg2 h-27 47. Bf3 h-28 48. Bg2 h-29 49. Bf3 h-30 50. Bg2 h-31 51. Bf3 h-32 52. Bg2 h-33 53. Bf3 h-34 54. Bg2 h-35 55. Bf3 h-36 56. Bg2 h-37 57. Bf3 h-38 58. Bg2 h-39 59. Bf3 h-40 60. Bg2 h-41 61. Bf3 h-42 62. Bg2 h-43 63. Bf3 h-44 64. Bg2 h-45 65. Bf3 h-46 66. Bg2 h-47 67. Bf3 h-48 68. Bg2 h-49 69. Bf3 h-50 70. Bg2 h-51 71. Bf3 h-52 72. Bg2 h-53 73. Bf3 h-54 74. Bg2 h-55 75. Bf3 h-56 76. Bg2 h-57 77. Bf3 h-58 78. Bg2 h-59 79. Bf3 h-60 80. Bg2 h-61 81. Bf3 h-62 82. Bg2 h-63 83. Bf3 h-64 84. Bg2 h-65 85. Bf3 h-66 86. Bg2 h-67 87. Bf3 h-68 88. Bg2 h-69 89. Bf3 h-70 90. Bg2 h-71 91. Bf3 h-72 92. Bg2 h-73 93. Bf3 h-74 94. Bg2 h-75 95. Bf3 h-76 96. Bg2 h-77 97. Bf3 h-78 98. Bg2 h-79 99. Bf3 h-80 100. Bg2 h-81 101. Bf3 h-82 102. Bg2 h-83 103. Bf3 h-84 104. Bg2 h-85 105. Bf3 h-86 106. Bg2 h-87 107. Bf3 h-88 108. Bg2 h-89 109. Bf3 h-90 110. Bg2 h-91 111. Bf3 h-92 112. Bg2 h-93 113. Bf3 h-94 114. Bg2 h-95 115. Bf3 h-96 116. Bg2 h-97 117. Bf3 h-98 118. Bg2 h-99 119. Bf3 h-100 120. Bg2 h-101 121. Bf3 h-102 122. Bg2 h-103 123. Bf3 h-104 124. Bg2 h-105 125. Bf3 h-106 126. Bg2 h-107 127. Bf3 h-108 128. Bg2 h-109 129. Bf3 h-110 130. Bg2 h-111 131. Bf3 h-112 132. Bg2 h-113 133. Bf3 h-114 134. Bg2 h-115 135. Bf3 h-116 136. Bg2 h-117 137. Bf3 h-118 138. Bg2 h-119 139. Bf3 h-120 140. Bg2 h-121 141. Bf3 h-122 142. Bg2 h-123 143. Bf3 h-124 144. Bg2 h-125 145. Bf3 h-126 146. Bg2 h-127 147. Bf3 h-128 148. Bg2 h-129 149. Bf3 h-130 150. Bg2 h-131 151. Bf3 h-132 152. Bg2 h-133 153. Bf3 h-134 154. Bg2 h-135 155. Bf3 h-136 156. Bg2 h-137 157. Bf3 h-138 158. Bg2 h-139 159. Bf3 h-140 160. Bg2 h-141 161. Bf3 h-142 162. Bg2 h-143 163. Bf3 h-144 164. Bg2 h-145 165. Bf3 h-146 166. Bg2 h-147 167. Bf3 h-148 168. Bg2 h-149 169. Bf3 h-150 170. Bg2 h-151 171. Bf3 h-152 172. Bg2 h-153 173. Bf3 h-154 174. Bg2 h-155 175. Bf3 h-156 176. Bg2 h-157 177. Bf3 h-158 178. Bg2 h-159 179. Bf3 h-160 180. Bg2 h-161 181. Bf3 h-162 182. Bg2 h-163 183. Bf3 h-164 184. Bg2 h-165 185. Bf3 h-166 186. Bg2 h-167 187. Bf3 h-168 188. Bg2 h-169 189. Bf3 h-170 190. Bg2 h-171 191. Bf3 h-172 192. Bg2 h-173 193. Bf3 h-174 194. Bg2 h-175 195. Bf3 h-176 196. Bg2 h-177 197. Bf3 h-178 198. Bg2 h-179 199. Bf3 h-180 200. Bg2 h-181 201. Bf3 h-182 202. Bg2 h-183 203. Bf3 h-184 204. Bg2 h-185 205. Bf3 h-186 206. Bg2 h-187 207. Bf3 h-188 208. Bg2 h-189 209. Bf3 h-190 210. Bg2 h-191 211. Bf3 h-192 212. Bg2 h-193 213. Bf3 h-194 214. Bg2 h-195 215. Bf3 h-196 216. Bg2 h-197 217. Bf3 h-198 218. Bg2 h-199 219. Bf3 h-200 220. Bg2 h-201 221. Bf3 h-202 222. Bg2 h-203 223. Bf3 h-204 224. Bg2 h-205 225. Bf3 h-206 226. Bg2 h-207 227. Bf3 h-208 228. Bg2 h-209 229. Bf3 h-210 230. Bg2 h-211 231. Bf3 h-212 232. Bg2 h-213 233. Bf3 h-214 234. Bg2 h-215 235. Bf3 h-216 236. Bg2 h-217 237. Bf3 h-218 238. Bg2 h-219 239. Bf3 h-220 240. Bg2 h-221 241. Bf3 h-222 242. Bg2 h-223 243. Bf3 h-224 244. Bg2 h-225 245. Bf3 h-226 246. Bg2 h-227 247. Bf3 h-228 248. Bg2 h-229 249. Bf3 h-230 250. Bg2 h-231 251. Bf3 h-232 252. Bg2 h-233 253. Bf3 h-234 254. Bg2 h-235 255. Bf3 h-236 256. Bg2 h-237 257. Bf3 h-238 258. Bg2 h-239 259. Bf3 h-240 260. Bg2 h-241 261. Bf3 h-242 262. Bg2 h-243 263. Bf3 h-244 264. Bg2 h-245 265. Bf3 h-246 266. Bg2 h-247 267. Bf3 h-248 268. Bg2 h-249 269. Bf3 h-250 270. Bg2 h-251 271. Bf3 h-252 272. Bg2 h-253 273. Bf3 h-254 274. Bg2 h-255 275. Bf3 h-256 276. Bg2 h-257 277. Bf3 h-258 278. Bg2 h-259 279. Bf3 h-260 280. Bg2 h-261 281. Bf3 h-262 282. Bg2 h-263 283. Bf3 h-264 284. Bg2 h-265 285. Bf3 h-266 286. Bg2 h-267 287. Bf3 h-268 288. Bg2 h-269 289. Bf3 h-270 290. Bg2 h-271 291. Bf3 h-272 292. Bg2 h-273 293. Bf3 h-274 294. Bg2 h-275 295. Bf3 h-276 296. Bg2 h-277 297. Bf3 h-278 298. Bg2 h-279 299. Bf3 h-280 300. Bg2 h-281 301. Bf3 h-282 302. Bg2 h-283 303. Bf3 h-284 304. Bg2 h-285 305. Bf3 h-286 306. Bg2 h-287 307. Bf3 h-288 308. Bg2 h-289 309. Bf3 h-290 310. Bg2 h-291 311. Bf3 h-292 312. Bg2 h-293 313. Bf3 h-294 314. Bg2 h-295 315. Bf3 h-296 316. Bg2 h-297 317. Bf3 h-298 318. Bg2 h-299 319. Bf3 h-300 320. Bg2 h-301 321. Bf3 h-302 322. Bg2 h-303 323. Bf3 h-304 324. Bg2 h-305 325. Bf3 h-306 326. Bg2 h-307 327. Bf3 h-308 328. Bg2 h-309 329. Bf3 h-310 330. Bg2 h-311 331. Bf3 h-312 332. Bg2 h-313 333. Bf3 h-314 334. Bg2 h-315 335. Bf3 h-316 336. Bg2 h-317 337. Bf3 h-318 338. Bg2 h-319 339. Bf3 h-320 340. Bg2 h-321 341. Bf3 h-322 342. Bg2 h-323 343. Bf3 h-324 344. Bg2 h-325 345. Bf3 h-326 346. Bg2

The new discussion paper from the DES and the Welsh Office—*Examination 16-18* (page 5) has important merits. It is short, intelligible and decisive.

For decades Secretaries of State have equivocated about exams. They have been uncertain of their own powers; they have been even more uncertain about the policies they might want to pursue. In the latest paper this uncertainty seems to have gone. They now are clear that they want to kill the Certificate of Extended Education. They want to introduce an Intermediate level exam to be taken at 18 alongside A level and confined to the A level group. And they want a new examination for students who stay on for a year beyond 16 in school or college of further education, to be taken at the end of a balanced, pre-vocational, course. In other words, they have come down firmly on the side of Munsell rather than Keohane.

Presumably all this has now to be discussed. There is a specific insistence that government support for 1 level is conditional upon some assurance from both local authorities and the teachers' associations that enough schools would be able to provide courses leading to intermediate level examinations in mathematics, language and science, in addition to other sixth-form courses, by "redeploying existing levels of provision". Apart from being a monstrous misuse of the English language, this appears to demand guarantees from the schools they cannot and should not give.

There is a demonstrable shortage of certain specialist teachers now. The question should be: how can this shortage be overcome? Instead, the department simply seems to be trying to dislodge its critics in advance. If the objective of broadening the sixth-form curriculum is



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A first step, but a step in the right direction

accepted—and it certainly should be—then the Government should make their disposition accordingly, not make the objective itself depend on make-do and mend.

The paper is directive in tone. In its determination not to encourage students with modest academic qualifications to stay on studying more watered-down academic courses, it seems excessively restrictive of the freedom of choice of the individual pupil. It is, however, singularly unwilling to lay down any breadth requirements to accompany the introduction of 1 level. It clearly envisages many pupils continuing as at present to take three A levels, and in some cases taking no 1 levels at all, or else just canalizing some minority time (which at present may go towards an AO level or some unexamined general studies) into an 1 level course.

While there is speculation about scientists continuing with a modern language and historians taking 1 level maths, there is no suggestion that this should be required. There is none of the prescriptive rigour for these high-flyers which appears elsewhere in the paper to slap down the mistaken inclinations of the would-be CEE candidate. Prescriptive rigour on the part of the DES ought always to be viewed with suspicion. But any serious attempt to broaden the sixth-form curriculum will demand some more concerted planning than this.

Here again, the document appears to demand some impossible assurances from higher education and employers that 1 level will count in favour of job applicants. Neither industry nor higher education is so organized as to make such assurances possible or plausible. But if the Government chose to, they could

give 1 level currency overnight by writing it into the rules governing student grants.

On balance, the paper must be taken to prefer Munsell to Keohane and the CEE. It clearly envisages schools as well as FE colleges offering the course, either from within their resources or by linked courses with institutions. But in many ways, the best outcome would be a considerable expansion of further education for 16-year-olds, with a twelfth year of time education building a well-organized bridge between school and employment. It is inevitable that present youth employment should concentrate attention on questions of transition from school work. Some of this attention is spent and is more concerned with scrapping than serious educational development. But the Munsell proposals represent one of the more positive outcomes of this heightened awareness of the need to link education to working life. These plans are adopted without delay and executed with vigour, progress could be made.

It is important to insist, however, the more systematically young people steered away from the "academic stream and towards vocational education and training, the more essential it opens up opportunities for re-education later on. At the moment these proposals should be a belated warning to young people who leave school labelled "CSE grades 2-4" that they have developed potential which will come later in their working life. All the apparatus of systematic education designed to deny it. Setting up 17-plus examination should be not only as a first step, but a step in the right direction, all the same.

NEWS

Mark Jackson
and Bert Lodge

Collaboration with science, industry and technology should begin in primary school, Prince Charles said at the national conference on engineering education this week.

Prince tells engineers: stop bickering

The Prince opened the two days of discussion between engineers, industrialists, and leading engineers on the Finnieston shipyard.

"I do not believe we can afford to wait for an engineering authority to wave a wand like a fairy god-mother and solve all our problems. Many of the changes are up to us as individuals to encourage," he said.

The vital changes he listed as: a change of academic attitudes in higher education; change in the composition and attitudes of boards of engineering institutions; and a certain amount of change within the unions.

"School curricula have to be changed and appropriate people have to be lobbied," The Prince appealed to the engineering institutions in particular to end the arguments about what was wrong with engineering and get down to practical action.

Delegates at the conference strongly criticized the report's concept of the Master of Engineering degree. Mrs S. P. Kibel pointed out that the idea of the MEng was that it should provide leaders for the industry yet by selecting so-called outstanding candidates at the end of the first year it amounted to selection at 15, when there was still no record of job experience.

The present "straight through" three year course covered engineering science but failed in its treatment of engineering practice and management. Engineering professors felt the four year course must become the norm. They also felt that the proposed split between M.Eng. and B.Eng. was undesirable.

The engineering industry recruited fewer school leavers this year for craft and technician training than in any year since 1973. Only 20,000 have found places. Last year 23,320 were recruited.

Research group hit back

by Biddy Passmore

The National Children's Bureau hit back this week at allegations by the right-wing Centre for Policy Studies that the Bureau's recent study of achievements in secondary schools was full of "doctored" data and bad research.

The centre had accused the NCB researchers of favouring comprehensive schools to suit their own political beliefs. In a detailed refutation of the allegations, published yesterday, the bureau says that the CPS had simply failed to understand the statistical techniques involved. "No statistician or experienced researcher will have any difficulty understanding and approving the methods used," the bureau says.

All allegations of bias in the presentation of the findings are rejected. The NCB points out that its report was careful to avoid sweeping generalizations about the relative merits of the different types of school.

Comment

If you can't beat them...

It is all of six years since two Scottish mothers referred to the European Commission on Human Rights their contention that the use of the belt in schools amounted to inhuman and degrading treatment. One of the pupils is now on the point of entering secondary school, the other is 21 and beyond the reach of the law. But though the mills grind slowly, it seems that eventually they grind out something: later this month (page 5) the commission will find on behalf of the parents and against corporal punishment in schools. What applies to Scotland must also be expected to apply to England and Wales and Ireland, the only other stick and strap-wielding areas of the European Community.

The Government will contest the commission's ruling at the European Court of Human Rights next month. One of the arguments which will be advanced is likely to be that the law should be allowed to continue in Scotland until a working party composed of government, unions and local authority representatives has delivered its report on alternative punishments. Sometime next year, The European Court will take another year to deliver its findings. It does not always uphold the commission's rulings. It found against judicial flogging in the Isle of Man. The hanging of corporal punishment in schools does not necessarily follow, though most people expect the fact that Continental practice universally condemns the cane to weigh heavily against Britain.

If the European Court comes down in favour of the Scottish parents, sooner or later (and probably sooner) British practice will be modified to conform to the ruling. In a law-abiding country, the Government cannot submit an issue to the European Court and then ignore the outcome—not even to suit the Educational Institute of Scotland, the National Union of Teachers

or the National Association of Schoolmasters.

It is more than 30 years since George Tomlinson side-stepped parliamentary criticism of corporal punishment by asking the National Foundation for Educational Research to report, like the present Scottish Committee, on other forms of punishment. Physical punishment is manifestly not "necessary" in the sense that schools cannot operate without them. What is clear is that, even if British public and professional opinion, as measured by polls and surveys, still staunchly defends the use of the cane, this is not now compatible with educational practice elsewhere in the civilized world.

The European Commission's judgment will infuriate the Little Englanders and the new nationalists who reject European institutions, but it provides a salutary indication of how corporal punishment appears outside these offshore islands. It would be wise now to come to terms with this and concede the case at the European Court, and use the fact of these external pressures to persuade the teaching profession to relinquish the "last resort".

Waiting for the next round

It is clear that more cuts in public spending, including specifically, spending on higher education, will be announced in the next three or four weeks, to make room for a package of plans for industry and employment (pages 1 and 8).

It is being suggested that the polytechnics and the colleges of higher education will bear the brunt of the cuts. Coming close on the heels of the capping of the pool and the rough justice which this entailed, the polytechnics will have every reason to feel aggrieved and threatened.

In part the threat comes from the market place. Last week the TES carried reports of unfilled places in teacher training courses which suggested that some polytechnics were having particular recruitment difficulties. But more generally, public sector higher education takes in many of the less well qualified students; if economic stringency is deemed to require some contraction of a selective higher education system, it is

only logical to expect the cuts to fall on the "weakest" candidates.

But over and above these worrying economic pressures it is possible to detect a new, slyish attack on the polytechnics from unexpected quarters. Liberal-minded political commentators like Peter Jenkins and Alan Watkins have begun to talk of the *Lumpenpolytechnic*, a splendidly evocative coinage to describe some of those engaged in the Labour party's internal struggles.

The label on the polytechnics is quite incidental to the insult, but it is the kind which sticks. A few days ago, Frank Chapple, the electricians' leader, picked up the same idea with a reference to the "sans culottes of the polytechnics", to typify the extreme intolerance of Labour party Jacobins.

None of this is in the least relevant to the work of public sector higher education, but these gibes stick and have probably already made it easier for Mr Carlisle to bring in the next round of cuts.

One of the beneficiaries of the cuts will be the MSC and the various programmes for teenagers and young adults. Here demand is rising (unfortunately) and will only be met if a lot more money is forthcoming. It looks as if Mr Prior will get his money and the Youth Opportunities and Special Temporary Employment Programmes will be expanded. Every extension brings nearer the point when improvisation will have to be replaced by a systematic and long-term reform of industrial training and vocational preparation.

Eton at the barricades

In Monday's *World in Action* programme on ITV, a camera team followed the right-to-work marchers on their cross-country march to the Conservative conference at Brighton. The views of the marchers were cross-cut with those of onlookers; the bitterness and frustration of the young unemployed was matched by the largely unsympathetic reaction of by-standers who were likely to see them only as scruffy and undisciplined youngsters in whom they would be reluctant to offer jobs. Only in areas of high unemployment did attitudes noticeably soften.

A detour took the marching column past Eton College for what looked like a clumsily contrived media incident. If there were hopes

of a punch-up, these never came to light because the Etonians were prudently confined to barracks. Afterwards one of the marchers pounced on a few boys who they had not been allowed out.

Then the reporter managed to find a couple of masters who stonewalled all questions—looking bland and pretending they did not know what the questioner was talking about. Quite soon the march moved on and the Eton-baiting ended.

As an episode in what an irate letter this week (page 12) calls "Eton PR", it is singularly inept. The marchers (and television reporters) were just trying to do things up; showing the socialist storming a far-fetched equivalent to the Winter Palace, contrasting poverty and privilege in photographic circumstances, and cheap and dirty but not altogether dramatic impact.

The ineptness of Eton's response to the apparently inept refusal of marchers to answer a few simple questions. Not to allow 1,000 schoolboys to march in a column of unemployed marchers is not only sensible, whatever the case, but a begging reporter may have thought, but didn't someone say so on the school when asked? As it was, Eton's reasonable precautions were made to seem like a repressive.



No comment

"They (the education committee) view that free access to education is a worthwhile philosophy and that has to be paid for," Cambridgeshire Department spokesman. The TES, on

the TES went to press this week, the committee on the Government finance met and discussed the Labour Association of Metropolitan Authorities and the secret pact between the Government and the City to get the Bill through Parliament. The deal, all the conditions were united in opposition to the finance clauses.

Truancy: parents must be consulted, says Lady Young

Twenty thousand pupils play truant from school on an average day in the one or five secondary schools in the Leicestershire area, says Lady Young, Junior Education Minister, told a DES conference on truancy in London on Monday.

She was very concerned about the extent to which truancy had increased and even announced that schools involve parents in decisions about discipline.

Lady Young said that it was now the local authorities to examine information on the special needs of pupils for truancy and to take time to time questions are asked about the extent to which the schools involve parents in decisions about discipline.

Council wants to get rid of junior school's jubilee lawn

by David Lister
A junior school's special Jubilee lawn with trees bought and planted by the children has been deemed surplus to requirements by the local council.

The lawn which forms part of the playing field at Oadby Launde junior school in Leicestershire and is also used by teachers to read stories to the children might now be dug up and used for residential development.

Three or four houses would be built on the patch of land—now part of the school premises—if the council goes ahead with the development plan. It is part of a county-wide scheme of selling land regarded as in excess of requirements for school building.

Beauty and the beasts—Samantha Chamberlain from Bristol at a city farm show in London this week.

Mrs Sonia Hudson, head of the junior school, said this week: "This is part of our school premises, and we regularly have stories read on the lawn."

A council spokesman said that nothing had been finalized and the planning application was only "a speculative one".

Leicestershire's further education committee decided last Friday to defer a decision on the proposed cuts in the county's community colleges, reported in last week's TES. The committee is to meet college principals before deciding on the exact nature of cuts. However, committee chairman Mr Roland Durran said there was no doubt that the required savings would still have to be made.

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Platform

In the wake of the threat to Leicestershire's pioneering community colleges, Bernard Harvey looks at their background and considers why they are faced with closure

L.e.a. versus community

"Do not try to sell to the community what they already own but help them to understand what is theirs". (Pat Bailey, Community School Director's Training Guide, Michigan 1966).

The savage cuts in community education in Leicestershire are seen by many people as a dismantling of 30 years' work in educational innovation. It began last year with a tax on success: the colleges were required to add to normal fee income to raise £100,000 as a levy. This was the first real indication of a direct dilution of the concept of the Leicestershire Community College. The idea of local autonomy, of budget finance, the right of local groups and societies to affiliate to colleges/centres—these are cardinal principles. All affiliation fees are locally determined and are used to enhance other community programmes like minority interests and adult literacy. These fees enable local decision-making to be real.

Following this was the enforced abandonment of the phase three colleges where the idea of an integrated approach to education was expressed in contractual joint appointments for all staff—teachers would work in a wide range of community settings—homeostatic programmes, nurseries and toddlers groups, intermediate treatment and so on, and teach adults in more formal settings. One felt that such experiences enriched the teachers as people and added new dimensions to schooling, as did the presence of adults studying alongside young people in the sixth form—an experience of all proportions to the numbers of adult students. Are these to be destroyed at a time when new forms of schooling are so desperately necessary for the young?

The colleges at Shephard, Croby and Earl Shilton were mapped a future for a new kind of educational institution where the continuity of education suited to the needs of the community was a potential reality. In the present situation of joblessness among school leavers

some very important developments were in the pipeline. Now the ground has been taken from under their feet.

It could well be that this cut-back, together with the closure of up to 10 other community colleges, is not about money at all. Everything—the whole of community education—must lose than a 4p on the rates. It is, perhaps, about control and innovation. The participatory democracy expressed in the colleges is the clue. Each college has its own community council representative of all interests and an elected management committee. The 27 college chairmen are a new source of power and a body to be reckoned with. Their role in the primary school community centres have already shown that the authority has no legal power to close the centres down without the agreement of local management committees. These centres are unique in that each community has made a substantial financial contribution to their capital community buildings. The colleges and centres in a very real way belong not to the education committee but to the local people.

Is the reason for the cuts that there are too powerful community settings away from the direct control of the few? Stewart Mason, a former Director of Education for Leicestershire, had a glimpse of this more than 30 years ago when he wrote "a positive attitude of enthusiasm, pride and affection towards a community centre can only be achieved if the day to day government of institutions is in the hands of the people who use it. If real success is to be achieved it must be committed to the community by the community. In these institutions by involving the daily management to the people themselves and by throttling down officialdom to the minimum. It is hoped that like a wise friend the committee will stand unobtrusively in the background and grant the utmost delegation to the people on the spot." (Memorandum, 1949).

Was the idea of an enabling administration and a county education committee committed to growth

and development at grass roots level just part of the euphoria of the 1944 Act, believing in education for all the people? Is Leicestershire turning its back on such a comprehensive view of education to something much more selective?

Community colleges have become the sacrificial victims: all adult community tutors cease their employment in December next year. The 3,000 part-time teachers have, over the years, found their teaching hours cut from an average 60 hours to, in some cases, fewer than 30. All part-time teaching costs have to be covered by fee income. What is now being curtailed is the right to teach. The quality input of 3,000 teachers a week into a community college can only be measured in its absence! We shall be living in a poorer place.

Youth work is retained. (On what criteria? Fears of Bristol?) And youth is defined in pre-Albion terms of designated separate youth buildings—an anachronism in terms both of the needs of young people and of the professional work of the past 20 years. It is like abandoning the school curriculum but retaining handwriting classes.

All outstations of colleges are to close. In rural Leicestershire, such deprivation means local village primary schools will not be available for community use. Village hall rents will not be paid for adult classes. Community colleges exist as community resource agencies providing facilities and expertise throughout areas not simply in their own buildings. Often the local associated primary school is the first point of educational advance for many adults.

The issue really is whether a community structure and an educational administration set up for schooling and formal further education can understand and cope with community-based decision-making and enterprise. "It is about the engagement of the rich potential of local communities in the education process," says Andrew Fairbairn. Are we prepared to forgo any educational input?

Such an engagement requires an



Images of community college life: Countesthorpe College in Leicestershire.

enabling L.e.a., a collaborative endeavour, and may for ever mean more horizontal forms of educational administration. The closure of Leicestershire community colleges has implications for society, as a whole and for the future of education in particular.

Bernard Harvey is Principal of Leicestershire Community Education for Leicestershire.

NEWS

Bob Doe reports on plans for a vocationally-based exam CEE finally gets the chop

Certificate of Extended Education has finally been given the thumbs down by the Government.

An announcement this week makes it clear that the days of the year sixth form exam for the academic are numbered.

The Government accepts there is a group of less able 16 year olds with modest CSE grades whose needs are not catered for by the present exams. The Keohane committee said there could be as many as 80,000 in this category by 1991.

The consultative paper argues that any new exam must do two things: it must assist in the transition of these people from school to work, and must therefore be vocational.

It must also simplify the range of exams in schools and further education.

To achieve this, the Government has decided that schools must put on courses more like those in further education.

The CEE and CSE boards who run the CEE at present will not have any part in the new courses. Instead they will be administered by one of the present further education examining bodies such as the City and Guilds Institute, which already runs a very similar pre-vocational foundation course.

The Government favours instead proposals contained in the Mansell report from the Further Education Unit (FEU). That report, *A Basis for Choice* has never been properly published, just circulated to "interested bodies" in the FE Sector.

The Mansell report suggests a range of pre-employment courses made up of a basic core of general education combined with specialist studies in a general area of employment such as office work, engineering, but stopping short of actual job training.

The core, as envisaged by Mansell, would account for 60 per cent of the course and include numerical, communication and social skills, economic, political, aesthetic

and careers education. A group certificate would be awarded and students would have to pass in all sections. No name has been given to it yet.

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'Affronted' union starts boycott campaign of DES teach-ins

by Richard Garner

A campaign to boycott the series of regional meetings organized by the Department of Education to explain the work of schools has been launched by the National Union of Teachers.

Mr Fred Jarvis, the general secretary of the NUT, said the union was angry that the DES had not invited teachers' organizations to send representatives to the meetings and added that he had urged the TUC to back the boycott.

The first of the series of 10 meetings will be held in Birmingham next Monday and will be launched by Mr Mark Carlisle, the Education Secretary. Representatives of education and industry have been invited to discuss the relevance and implications of current education policies as a preparation for working life.

Mr Jarvis said: "We would have expected to have been invited in the same way as we were invited to participate in 'the great debate'. However, the teacher involvement is to be by hand-picked nominees of the local education authorities. We have sent a very strongly worded letter of protest to Mr Carlisle and we would expect—under the circumstances—any NUT members selected by their local authority not to attend."

Mr Fred Smithies, assistant secretary of the National Association

of Schoolmasters/Union of Women Teachers, said his union was "affronted" that teachers' organizations had not been invited but would not be boycotting the meetings. "We would hope to get representation through the local authorities," he said.

The DES said that—since there was a limit on numbers at the meetings and that each meeting spanned several local authorities—it had been decided to ask each authority to send four representatives, one elected member, one official and two teachers of whom one should be a head teacher. In addition, there would be a senior industrialist and trade unionist from each area.

The TUC said it would be discussing the situation with the DES.

The other meetings will be held in Newcastle-upon-Tyne (November 19), Bradford (December 4), London (January 21), Weybridge (February 18), Peterborough (March 11), Preston (April 2), Harrow (April 23), Manchester (May 14) and Exeter (June 12).

Major items for discussion at the meetings will be examinations policy, the £9 million micro-electronics programme launched by the Government, ways of following up the Pinpoint report which called for more girls and a higher proportion of the ablest young people of both sexes to take up engineering as a profession, and the school curriculum.

New 16-plus exam 'must cast wider net'

New 16-plus exam should assess more pupils than the top 60 per cent of the present CSE and GCE. The exam boards were expected to produce agreed national criteria to ensure comparability of standards.

The new-found climate of cooperation, the GCE boards said observers for the first time to the regional boards' conference.

But Dr Andrews made it plain that the CSE boards considered themselves very equal partners in the new system. He dismissed as "negative" the idea that GCE boards had been given the power of veto over the top grades.

The CSE approach to examining must live on in the new system, he said. "The examination must be the servant and not the master of the curriculum."

Teacher control was not a matter of power, but of service, responsibility and expertise.

It was a vital part of in-service training, and ending teacher control of examinations would diminish the professional status of teachers.

Developing the new exams was going to be costly in time and money and he looked to local

authorities for "understanding". He recognized that as paymasters they might want a greater say on exam boards, but he warned: "We wish to continue to develop what has been a fruitful relationship but we cannot do so if it is to be prostituted to other ends and the examination system is not to be seen as a way of controlling the curriculum."

The CSE boards seemed to take some comfort from what Mr Brian Arthur, the inspector with special responsibility for the new 16-plus had to say about the requirements of the new system.

Clearly HMI and CSE boards agree largely about the importance of curriculum, learning, exam, and not the other way round, and the importance of broadening the range of assessments used and involving teachers in them.

But in some respects Mr Arthur went further. He thought two grades might be better than one in some cases; one grade for the explained part of the course and another for the teacher assessments of skills and competences examined.

He could not see how the new exams could not test

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Human rights case against belt

One of the strap in Scottish schoolbags will be challenged in an action of human rights, probably the end of the next month.

For this year, the European Commission of Human Rights at Strasbourg found the UK to be in breach of the European Convention on Human Rights over the use of a standardized, leather strap with a buckle used to deliver a shock to the pupil.

The finding is being referred to the European Court and when the court of judges has been set up, it is likely to be made public. It is likely to be within a few weeks.

Fears of overseas student decline prove exaggerated

by Biddy Passmore

Fears that the rise in tuition fees for overseas students would deter many from studying in Britain appear to have been exaggerated.

A spot check of institutions this week indicated that overseas student numbers at universities are holding up well—or are even higher, than last year—while most polytechnics are finding "a significant but not dramatic decline" in numbers. It is early yet for precise figures.

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NEWS

Pressure builds to cut pensions

by Richard Garner

Pressure is building up among leaders of the Conservative-controlled Association of County Councils to reduce teachers' pensions to take account of the 4 per cent error admitted in the Clegg commission report on teachers' pay.

The Department of Education is now hedging over whether the 4 per cent should be included in assessing teachers' pensions. Up to 32,000 teachers who retire in 1981 or 1982 will be affected.

The ACC's policy committee has told the DES that the 4 per cent should not count towards pensions and their decision will be discussed by the full council later this month.

Leaders of the teachers' unions have, however, accused the ACC of "redlining" on the Burnham agreement and plan to lobby Mr Mark Carlisle, the Education Secretary.

Widow's fight: A campaign for a better pensions deal for teachers widows is being organized by women who feel they have been badly treated by both unions and employers, writes Diane Spencer.

a physical education department in a Dartford comprehensive.

Mrs Shaw was shocked to discover that although her husband qualified for full pension rights, she was not entitled to half of it but only to a far lesser amount—£323 a year instead of £1,600.

She was only entitled to this small amount because her husband did not opt to buy benefits to cover previous service in 1968 and again in 1972 when the unions negotiated a better superannuation scheme.

Mrs Shaw said it would have been extremely costly to buy into the scheme.

An ILEA spokesman said that the

pensions scheme now to get retrospective benefits.

She is convinced that teachers are unaware of the hardships women in their position are suffering and what a poor pension deal their unions have negotiated for them.

A spokesman for the NASS/UTW, the union her husband belonged to, said: "We do not need Mrs Shaw to tell us we had a terrible deal. We are fighting to remedy this since then."

Writing in his union's magazine, Report, he says he appreciates that it is "unpleasant to be cruel" but adds: "There is no kindness in tacit encouragement against heavy discernable odds."

"It is far more humane that a student should be forced to acknowledge unsuitability outside the profession than discover it inside and face the humiliation of recog-

Colleges should 'be more ruthless with incompetents'

Colleges should be more ruthless in weeding out teachers who fail to make the grade, a union leader says.

Mr Ted Hartley, chairman of the Assistant Masters' and Mistresses' Association's legislation and regulation committee, says his committee feels "there may in some instances be a need for colleges of education and university departments simply to be more ruthless than they sometimes are in counselling potential teachers about the inadvisability of pursuing their chosen careers."

Mr Hartley also suggests schools should be alerted to the weaknesses of teachers they take on, adding: "Let us face it, in addition to the training, a standardized, leather strap with a buckle used to deliver a shock to the pupil."

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OVERSEAS NEWS

South Africa

Closures set back plans for black pupils

by John Kane-Berman

JOHANNESBURG Almost 80 African schools have been closed indefinitely in a move which is likely to set back the South African Government's aim of introducing free and compulsory education for Africans.

One of the areas where higher primary and secondary schools have been closed "indefinitely" is Port Elizabeth, which officials have privately indicated would probably be the first area where education is made compulsory—the Government intends to introduce the changes region by region, depending on progress in training teachers and eliminating the shortage of school buildings.

Three new schools and 98 additional classrooms were being planned for the city's black townships, and the authorities were confident that they would soon be able to end the shift system under which two schools make use of the same school buildings.

But the Minister of Education and Training, Dr. F. de Klerk, has now announced that teachers in schools which have been closed will be transferred elsewhere and building programmes "reconsidered".

Dr. Hartzenberg's decision to close the schools follows the failure of boycotting pupils to obey an ultimatum to return to class. Most of the schools closed are in the eastern

Cape Province, with others in Bloemfontein and Soweto. Johannesburg's black shadow city. Almost 60,000 pupils are affected by the closures.

The exasperation of the Department of Education and Training with the boycotters is perhaps understandable. The earlier boycott by mixed-race pupils ended some weeks ago, following promises of attention to their grievances and tough police action. Dr. Hartzenberg's department also can point to much more vigorous attempts it has been making since the Soweto race riots in 1976 to improve conditions in African education.

The budget has increased from 27m rands (£15m) in 1972/73 to 249m rands (£138m) in the current financial year, while the gap in state per capita spending between white and African schoolchildren has been narrowed from 18 to 1 to half that. The discrimination in pay between white and black schoolteachers has also been reduced, though not yet eliminated.

Most important of all, the Government has agreed to pay the building costs of black schools in the "white" areas instead of financing them by direct levies on township householders, as in the past.

Why then the boycott? First, pupils argue, it is only because of earlier protests and disturbances that improvements are being introduced. Secondly, pupils



School days, Soweto style. A riot policeman chases a girl out of a private house during a recent pupil demonstration.

are angry at continuing police activity against their spokesmen. Thirdly, the problem is political as well as educational.

Essentially, the pupils' demand is not for improvements within the present segregated system of education, with separate government departments for white, coloured, Indian and African education.

As a deputation of black leaders told Dr. Hartzenberg in Pretoria this month the demand is for a single completely non-racial education system. "Bantu education" was introduced in the early 1950s with the openly expressed intention of training black children for labouring jobs only, and it is clear that they will never believe the Government's claims to have abandoned that philosophy until the separate system has been abolished.

In announcing an official investigation into the country's entire

education system earlier this year, the Prime Minister did not rule out the possibility of a single system, but he made clear his personal preference for separate systems, and Nationalist Party spokesmen repeatedly emphasised that the right of whites to "self-determination" in education (segregation) is not up for negotiation.

The Government clearly sets great store by the official inquiry. But this month the African Teachers' Association of South Africa (ATAA)—the principal organisation representing black teachers—said that the state-sponsored Human Sciences Research Council, which is to conduct the inquiry, is not the right body to do it. Like white teacher organisations, ATAA wants an independent judicial commission of inquiry instead.

Unless the authorities agree to this, disturbances in black schools are likely to continue.

United Nations

Peace, civil rights—and protection

by Hilary Wilce

Teachers who use United Nations materials to teach about issues such as disarmament, development, or who seriously implement United Nations documents such as the UNESCO recommendation on education for national understanding, past human rights, should be proud from possible trouble by the Nations itself.

Giving evidence to a Nations group of experts on the relationship between armament and development, John Thompson, secretary of the World Confederation of Organizations of the Teaching Profession, suggested that the use of such protection should be seriously considered by the Nations.

He pointed out that giving to armaments inevitably means money for social services. In one tank could provide classrooms, while the World Organization's campaign is eradication of smallpox on than one strategic bomber.

times of cuts in education, the financial aspects of the education are the first to be harmed. Education about development back at a time when it needs expanded.

WCOTP also presented its report to the recent United Nations session on development in New York. It called on governments to agree to an international plan to provide resources for achievement of education for school-age children by the end of the century.

OVERSEAS NEWS

United States

Urgent action needed to halt rapid decline in humanities

by Clive Cookson

WASHINGTON

The humanities are in serious decline throughout American life, but particularly in the educational system and above all in the schools. That is the depressing conclusion of the Commission on the Humanities in its final report this week.

A dramatic improvement in the quality of education in our elementary and secondary schools is the highest educational priority for America in the 1980s, says the commission, whose 32 members included university and college presidents, politicians and eminent scholars. Its chairman was Richard Lyman, former president of Stanford University and now president of the Rockefeller Foundation, which funded the two-year study.

Americans talk about "the humanities" far more than Britons, and they tend to mean not only the subjects often called "the arts" by British educators—languages, literature, history and philosophy—but also a "humanistic" attitude to life, which is extremely difficult to define. The Lyman report fails to produce an adequate definition, but it does stress the need for the "disciplined development of verbal, perceptual and imaginative skills needed to understand experience."

The report, *The Humanities in American Life* (published by the University of California Press at \$12.95), ranges widely over its subject. From the financial requirements of museums to the problems of academic publishing. But the greater attention is focused on the "general deterioration" of elementary and secondary education. The commission found itself so worried by the deficiencies of

American schools that its report goes beyond the teaching of humanities to talk about the damage done by reduced homework, too easy textbooks, truancy, even drugs and violence.

In its call for more rigorous academic standards, the Lyman Commission takes an essentially conservative line. But the report calls the back-to-basics movement a "mixed blessing" for the humanities.

"Improving the reading and writing skills of each child is a goal of and a foundation for study in the humanities," it says. "But whatever basic education concentrates exclusively on the three Rs or whenever academic achievement is reduced to what can be measured by standardized testing, the humanities are likely to be misunderstood as expendable frills. The notion that the humanities improve the mind, nurture the spirit, and inform moral and civic choices can be all but lost in the rush back to basics."

Therefore the report calls on schools to establish the humanities as a priority in their curriculum and to recover the ground lost over the last decade by English, history and foreign languages. The Lyman Commission was particularly shocked by the fact that only 15 per cent of the American high school pupils now study foreign language and 2 per cent do so for more than two years.

The report is more than a long lamentation of decline, however. There are plenty of constructive suggestions and examples of successful humanities programmes. For instance the language transfer project in Los Angeles trains teachers to use Latin dialogues, readings and songs that have been designed to develop pupils' linguistic and cultural awareness. Through Latin

roots, the children expand their English vocabulary and begin to recognize the relationship between Latin, English and Spanish, the native tongue of many pupils in the city.

Schools have not received an adequate share of government financial support for the humanities, according to the report. The National Endowment for the Humanities (NEH), which Congress established in 1965 following a recommendation of the previous commission of the humanities, has neglected elementary and secondary education, because it tends to "feel helpless about the schools' problems."

The new Department of Education could give the humanities an enormous boost by devoting "more time and resources in the problem of quality, especially in the secondary schools, than the Office of Education has done over the past 15 years." In particular, the commission urges the department to define "critical thinking" officially as a basic skill. Improvement could then be funded by federal programmes designed to improve reading and writing skills.

In colleges and universities, the report calls for a reaffirmation of the old ideal of a "liberal education" for undergraduates. It should give a broad understanding of human culture, especially western civilization, instead of the chaotic jumble of overspecialized humanities courses offered by many institutions today.

At the postgraduate level, institutions are told to face up to the severe shortage of jobs for humanities PhDs. The commission says "graduate programmes in the humanities that cannot offer students reasonable prospects of employment, academic or non-academic, should be abolished."

Australia

Campaigners cold shoulder education

by Bill Purvis

SYDNEY

Australian voters go to the polls on Saturday after a short election campaign in which education has been given an extremely low profile.

The public needed to read the manifestos of both major parties to find out what they thought about education. The Government brought out its own budget recently in which education took a cut in real terms. The Prime Minister, Mr. Malcolm Fraser, proposed only minor educational additions to this money for the private schools, for the education of the handicapped, for assistance to pupils in remote

areas and for university research. The opposition, Labour Party, pledged an increase of \$A100m (£50m) a year for the next three years in the education budget, "to be spent in the areas of greatest need", and also promised to spend \$A180m to create 100,000 new jobs, half of them for young people.

The issue of the Australian Democratic Senator Don Chipp, promised to decentralize education, broaden the curriculum and supply more ancillary staff to schools.

However the party is unlikely to win any seats in the lower house, although the half a dozen seats it is expected to win in the 64-strong upper house will give it the balance of power in the Senate.

The Australian Teachers' Education said that voters believed education to be more important than either the politicians or the media thought they did. It reported a high level of feedback from its own current national campaign emphasizing the need to develop education.

However the election campaign as a whole was low key, with the main thrust on economic questions and the usual occasional bouts of verbal abuse endemic to Australian politics.

Opinion polls a week before the election gave the Labour Party a narrow lead over the Liberal-National Country Party coalition which has been in office since 1975.

Greece

Revolution sweeps out exams

by Sheila Walsh

ATHENS

The Greek educational system began the new scholastic year with sweeping reforms in primary and secondary education designed to shift the emphasis from examinations to day-to-day classroom work.

In the years of primary school, numerical marks will be replaced by a range of "very good", "good", "average" and "poor". Pupils who regularly attended classes will be automatically sent on to the next year with his age group.

The system requiring less than 50 per cent of pupils to repeat the year has been abolished. The new system is expected to be fully implemented by the end of the year.

In the "three years" of secondary school, which completes the compulsory years of compulsory education, and of year examinations have been abolished and pupils will be judged by their progress in the three-year upper

secondary schools will be based on the average of their previous year's performance. Repetition examinations will be held in June instead of September in order not to deprive the children of their summer holidays.

Another significant measure announced by the Ministry of Education is a plan to improve the availability of education in rural areas. Fully equipped and staffed school centres for an area will be established and the state will provide bus services to take children from surrounding villages. The centres will be planned so that secondary schools can be added to the primary schools as the need arises.

Correction

An error crept into a report on Swedish spending cuts, which appeared in the TES on September 26. The proposed education cuts are only part of a £300 million package of savings suggested by the Government.

M. le professeur examines his salary

Professor Clegg's successors will need to make a few more mistakes in pay calculations before graduate teachers in this country can enjoy similar rewards to their colleagues across the Channel.

For although the pay of a teacher in France, superficially resembles that of a teacher in England, there are significant differences, both in salary calculations and in conditions of service.

There are four main categories of teacher: the *instituteur* (primary teacher), the *professeur d'enseignement général de collège* (lower-secondary teacher) and two categories of specialist secondary teacher: the *agregé* and the *agregé* who are university trained. All four categories pass up through 11 incremental points during their professional careers.

A teacher's rate of progress through the points may be speeded up or slowed down according to the

Michael Heafford on how French graduate teachers get a better deal than their English colleagues

rating gained on inspection. The best teachers will move up a point about every two years; the weakest about every three years; and all will have reached point 11 for their category of teacher after a maximum of 30 years teaching.

Knowing a teacher's category and point on the incremental scale, one can calculate his gross basic salary by reading the appropriate index number of a published scale which at present runs from 254 (instituteur) to 810 (agregé at point 11).

For French francs, which is adjusted annually, the figure for 1980 being 153.46 (£33.35).

Thus the young *instituteur* with an annual salary of 254 x 153.46 = £38,978.84 per annum, £24,242.4 a month. In contrast the *agregé* at point 11 will receive 810 x 153.46 = £124,302.60 per annum, or £10,358.55 a month.

Those are the extremes of the scale. A more typical teacher for instance a *certifié* at point 4 on the incremental scale will have a basic monthly salary of £5,179.27. The basic deductions made from the gross salary are 6 per cent which represents the pension contribution, and 4.75 per cent social security payment. A further 2 per cent will be deducted from the *Mutuelle Générale de l'Éducation Nationale* which provides health insurance.

A French teacher can look forward to receiving a number of allowances.

Foremost among these is a residential subsidy which ranges from 4 per cent (rural areas) to 7 per cent (Paris and large urban areas). Over the years those percentages are being reduced and as far as possible incorporated into the basic salary.

Other subsidies include an annual lump sum payment to all teachers, the amount of which depends on category but which averages out at about £150, and a £23 monthly travel allowance for teachers in the Paris region.

Teachers with children also receive a child allowance which after the first child consists not only of a "fixed sum" but also a percentage.

In France, teachers are expected to teach for a fixed and definite number of hours a week according to their category—instituteurs, 27 hours; *certifiés*, 30 hours; *agregés*, 36 hours—and are paid extra for any hours spent in the classroom beyond this.

Thus the *agregé* will receive £124.44 for each additional hour and the *certifié* £86.59. A couple of extra lessons a week given over the year can therefore add quite a tidy sum to the teacher's salary.

One will gather from all this that graduate teachers in particular are paid well in France. An *agregé* with two children, at incremental point 4 (i.e. about half way up the Paris doing the extra hour per week) and who is a professor principal will earn an annual pre-tax salary of nearly £35,000 (£9,500 at the present rate of exchange). A similarly placed *certifié* would expect to earn about £23,000 (just over £7,300).

Michael Heafford is a lecturer at the department of education, University of Cambridge.



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LETTERS

No ulterior motive in data protection

Sir—I am writing to make one or two pertinent points and comments in the hope of correcting some of the opinions reported in the article "Researchers accused of doctoring findings" in *The TES* (September 19) and "Children's bureau still refuse to give data, researchers claim" (September 26) and other recent press reports on the same topic. As an educational researcher independent of the National Children's Bureau (NCB), I have in the past been given access to the National Child Development Study (NCDS) data to carry out a number of investigations and therefore speak from relevant experience.

It is true that a copy of most of the NCDS raw data is held in the SSRC Survey Archive at the University of Essex and that this data cannot be released to individuals without the permission of the NCB. This regulation, however, has no more ulterior motive than the obligation of the NCB to protect the privacy of the 18,000 or so individuals and their families on whom data has been collected over the last 22 years. Every authorized user of the data is required to sign an undertaking to protect this

privacy and to submit copies of their work to the NCB before publication—not for any ideological or political censorship but simply to ensure individual privacy, accuracy and the maintenance of the high standards and reputation of the NCB and those associated with it. If access to the raw data in the SSRC Survey Archive were granted to the Centre for Policy Studies I believe their research workers would not find the simple and quick answers which they appear to be seeking. With in excess of 18,000 cases with most having more than 3,000 variables it is not feasible under normal circumstances for the SSRC to provide individuals with complete data sets and it is more useful for prospective investigators to make a careful selection of the data they need and this is then incorporated on computer tape into an individual data set, for which they accept responsibility. This selection presupposes an in-depth familiarity with the NCDS data and methodology and careful study of earlier investigations and reports. A casual enquirer would find it extremely difficult to acquire this background quickly.

From detailed knowledge of the work of the NCDS over a number

of years and in particular that of Ken Fogelman and other members of his team I find it impossible to believe that accusations that they have doctoring the evidence to suit their political beliefs could be substantiated and examples produced. They are individuals of the highest professional integrity who do not allow their various personal views to obscure their objectivity and they bring to their research always been open and helpful. The NCB and the organisations and individuals associated with them reflect the whole spectrum of political beliefs and it is interesting to note that much of their funding, both for data collection and subsequent analysis for research, is provided by the DES and other government bodies and this has been the case over many years irrespective of the political party in power.

No one disputes the right of Mrs Caroline Cox and Dr. Mary Warnock to question the research findings of this particular study of secondary schooling and its organisation. What is most worrying is their reported allegations against the NCB without the data to back their claims. DR DUDLEY BLANE, College of St Paul and St Mary, Cheltenham.

Why more should be done for remedial maths

Sir—It is regrettable that your eight-page "Extra-Special and Remedial Education" makes no mention of mathematics.

At a time of concern over numerical standards and youth unemployment, "remedial mathematics" seems to be neglected. Specialist mathematical teaching in schools, survivors of the misnomer of "modern maths" are

confronting the world of computers and programming. Who has the time or inclination to develop the mathematics curriculum for the less able?

Too many teachers are struggling to push their pupils through a watered-down version of an external examination syllabus, not designed for their pupils. No doubt isolated remedial

teachers are attempting to plan and implement new courses in remedial mathematics or basic numeracy.

If any teacher or group of teachers (or advisors) are working in the area of the remedial mathematics curriculum, I should be very pleased to hear from them and to join them in their efforts. L. M. BENTLEY, 36 Baker Street, Potters Bar, Herts.

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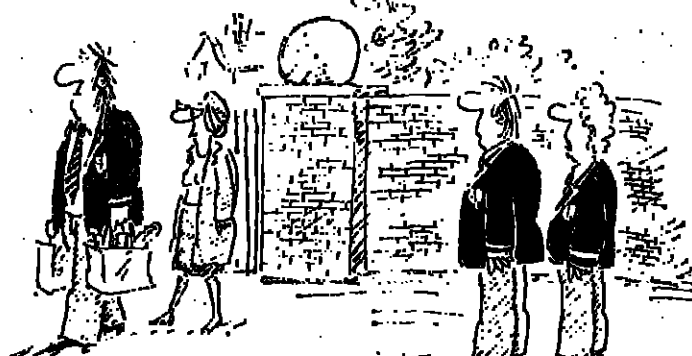
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"As a school bully, Hubbard is strictly fourth division."

How cutsharm integration

Sir—While Mary Warnock is undoubtedly right (*The TES*, extra, September 26) to be pleased at the Government's endorsement of basic Warnock Committee sentiments, I am equally sure that her unguarded optimism is ill-founded. To say that "the new legislation combined with the new spirit abroad in the educational world can go a long way toward compensating for lack of money" seems totally unrealistic. As an educational psychologist involved daily in the process of identifying needs and advising teachers on devising special programmes to meet them, I am already aware of a trend developing at grass roots level, which totally negates Warnock.

Local authority spending cuts are now putting school staffing levels to the test. Without the so-called luxuries of floating teachers, extra

rolls, are eager to accept all in need. As Government cut the schools is likely to grow, how much educationalists believe in the theory of integration. Not only are there more children likely to be referred to special schools, but once there, they are less likely to return to an ordinary school, even if the system improves. To label Peter Large's point in the "Extra" a recorded child with a remainder of his school life to expect a Headteacher to take such a child, with the responsibilities, is likely to be even fewer returning than present, when a child's school past can, to all intents and purposes, be forgotten and integration achieved. Unless some form of special schooling with recording is devised, the present legislation could in fact hinder integration instead of facilitating it.

In conclusion, I feel that the interest of the private sector in catering the handicapped (HMC's assisted places scheme) has been the only way to ensure that those children whose parents wish them to have the benefits of small class and high capitalism without the cost to be recorded. STEPHANIE LORENZ, 26 Walsley Road, Worsley, Manchester.

Special needs will remain

Sir—I was interested in Mary Warnock's comments (*The TES*, October 9) on the abolition of statutory categories of handicap proposed in the White Paper, *Special Needs in Education*.

I think everyone must agree that this is a sensible proposal but in practice it will hardly be a far-reaching one. Children's needs are complex and children cannot simply be divided into one of 10 categories. In practice, though, we can assume that they need be. As an educational psychologist, I do not have to agonize over whether a child is handicapped or ESN(M) in order to help place him in an appropriate school.

Just as children differ, so do schools differ in terms of the children they can help. If a child has behaviour and learning problems, our task is to find the particular school which can deal best with all his problems and his teachers, little what we call him. Although we are not hamstrung by categories of handicap it is right that they should

be abolished but in abolishing the law will simply be catching up with present assessment and placement practices.

Mary Warnock argues that the proposal will close the gap between special and ordinary teachers. It cannot see how simply changing the law and abolishing categories of handicap will do this. The psychologist does not need to decide "whether a child is ESN(M) or just autistic" but has to decide in which of the categories the child belongs. The time special schooling or special help in his present school, the terminology matters less than the help he receives.

The gap between special and ordinary teachers might be closed other ways, perhaps if ordinary schools were helped and encouraged to take on more children with special problems but that is another matter. D. B. THOMSON, 1 Westhaven, Thurston, Carlisle.

Exploited in the name of equality?

Sir—After 540 years, Eton acquires a woman teacher, a token female on the fringe, shown outside the classroom. Not only a woman but a foreigner, not just a foreigner but a French teacher. Just think of the world of fantasy opening to the young Etonians' eyes. Eton now has its very own sex object.

In the face of such publicity, one wonders whether the establishment is going comprehensive that Eton should advertise. Hardly likely. Eton then making a very public statement about equal opportunities or a very chauvinist one about the fact that women should be kept in their place: male fantasies? So far,

not a word of protest anywhere and no sign of outrage from the Eton PR or the rather sick jokes the press is making at Miss Vogel's expense either. Of course, Miss Vogel herself cannot protest, for freedom of speech does not appear to be Eton's forte: interviewed on *News at Ten*, she was asked whether she was a feminist and, as she opened her mouth, some kind of chaplain interrupted: "she cannot answer this question"—need one say more?

As a French female teacher, I find the whole thing very amusing. The whole thing is a public display of the school's sexism. It can only be a rather grand if unfair cultural institution. How can one trust a school that openly shows its

little respect for the individual? Educate one's children at Eton and you must be a plucked and naive girl young lady to have got a job coming from the right place. The school is being used for publicity stunt regarding her feelings. Perhaps a back to school was proud of such a place. I suppose the school will still be a French female teacher, I find the whole thing very amusing. The whole thing is a public display of the school's sexism. It can only be a rather grand if unfair cultural institution. How can one trust a school that openly shows its

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LETTERS

Colour prejudice is not a plot but a cultural outlook

Sir—The Society of Immigrant Teachers alleges discrimination against and harassment of black teachers. Indeed the teacher visited 19 times on probation would not have received so much time and attention had he not been an immigrant. A British teacher would doubtless have been advised to resign or have been warned of termination of probation long before 19 visits.

G. G. PARTINGTON, Flinders University of South Australia, Bedford Park, SA 5042, Australia.

Sir—The work of the Society of Immigrant Teachers is important for the whole UK teaching profession in promoting fair-play and trust in the system of appointment and promotion. The society needs active support because the campaign is to be waged in the most difficult area of all, that of bringing about change in human relationships and attitudes. My own experience as a teacher in England and Wales confirms the suspicions of the society. In 1972 a board of governors in Clwyd refused to appoint a coloured teacher to a senior remedial post because it was felt (so it was whispered confidentially) that his appointment might cause problems. The school in the system of appointment and promotion. The society needs active support because the campaign is to be waged in the most difficult area of all, that of bringing about change in human relationships and attitudes. My own experience as a teacher in England and Wales confirms the suspicions of the society. 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COURSES

IN-SERVICE
TRAINING COURSESCONSTRUCTING THE SECONDARY
SCHOOL CURRICULUM

Coventry 21-25 April 1981

Director: David Warwick, Director of Curriculum, Farnham College, Surrey

MANAGEMENT AND DECISION-MAKING
IN THE SECONDARY SCHOOL

Coventry 21-25 April 1981

Director: Mervyn Saunders, Headmaster, Sidal Moor High School, Rochdale

PASTORAL CARE IN ACTION

Coventry 21-24 April 1981

Director: Keith Blackburn, Deputy Head, Allwood School, Maldenhead, Author 'The Tutor'

THE MECHANICS OF TIMETABLING

Relford, Notts 29-31 December 1980

Coventry 22-24 April 1981

Sheffield 28-30 July 1981

Exeter 28-30 July 1981

Director: John L. Sibbs, Headmaster, Southbourne School, Rulallp

FURTHER TIMETABLING

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Sports Diary

Vaulting ambitions
on the ropes

by Don Anthony

It is nearly 100 years since Madame Osterberg came from Sweden to London to introduce Ling's gymnastics into schools. Not only did she revolutionize physical education in Britain, but she created the first women's college of physical education offering a full-time course of study. It was not long before the graduates of this, and the other specialist colleges which developed, formed a professional organization—now the Physical Education Association of Great Britain and Northern Ireland (the PEA).

At the time of its formation there were no professional courses for men. The male side of the "PE business" was left to ex-forces instructors, a few enthusiasts who had attended short courses in Scandinavia, and a motley crew who had picked up what they could from generalized teacher training courses. A growth in the appointment of local authority organizers led to the formation of the BAOLPE, which is now the British Association of Advisers in Physical Education (BAALPE).

With another mushrooming, after the Second World War, of colleges of education, there arose the Physical Education section of the Association of Teachers in Colleges and Departments of Education—those responsible for training teachers (ATCDE). With the more recent exercise in higher education euphemistically called "rationalization" the ATCDE joined with Teachers in Further Education to form the National Association of Teachers in Further and Higher Education.

This body, NATFHE, has continued the "Physical Education section". Meanwhile, there has been a proliferation of special interest bodies. The universities, the polytechnics, the further education colleges, the public schools, all have their "associations", some regions, like the North West, have lively organizations. Local advisers and inspectors organize seminars and in-service courses. The Schools Council has a physical education committee and there is a team of HMI's responsible for physical education in schools. The Scottish Council of Physical Education stands separately.

In 1969 the PEA, responding to a powerful feeling among physical education teachers initiated a meeting of itself with the ATCDE and the BAOLPE, with a view to establishing one body for the whole country. In 1972 a constitution for a proposed British Council of Physical Education (BCPE) was drawn up, and one year later the new body became operational. The founder bodies agreed not to meddle in matters within their own domestic jurisdiction, but the BCPE's terms of reference were: to be a consultative committee for the purpose of discussing physical education matters of mutual professional interest.

Ten years on we are able to evaluate the situation again. There have been some valuable conferences and in-service courses; there have been official pronouncements on curriculum policy in schools; a joint committee, with the Sports Council, has been established to exchange ideas and experience concerning matters affecting the development of sport for the whole community.

However, I ask myself the following questions: Has the new council helped essentially to reinforce a sense of identity and awareness

of a professional role, among practising teachers of physical education? Has it made the search for information more easy? Does it compare with counterpart professional bodies in other professions—the medical profession, for example?

I conclude as follows: The physical education profession still lacks a cohesion and a driving commitment comparable with that demonstrated by the wonderful ladies at the turn of the century; the council, and its constituent bodies, have proved almost powerless to stem the tendency to freeze, or even decrease, the actual time allocations for physical education in schools; there is still a long way to go in the matter of clarifying objectives and methods of teaching.

The different bodies continue to publish journals representing their "separate" identities; they continue to organize separate conferences and courses. There has been an inadequate response to the need for a better coordination in these matters and, in my opinion, a failure to at least publish one authoritative, annual, source book which attempts to bring together all that is new and stimulating in the profession, nationally and internationally.

If one compares the function of the British Medical Association one cannot but be disappointed. A powerful body like this does not only protect the interests of its members but controls, largely, the professional training and practice. It would appear that a fully operational BCPE would need to get involved in this area. It only to try to "clarify" the enormous number of initial teacher training courses which now exist. Not only are there BEd's, BA's, and BSc's, together with higher degrees, but there are still post-graduate courses for non-PE specialists, postgraduate courses for "sport science" specialists, and possibly other varieties in the University and CNA pipelines.

Last summer the President of the PEA, John Kane, hit the nub of the matter when he said: "Common sense as a profession would be served best by speaking with one reasonably coherent voice, especially when issues of vital educational importance are being debated. At the moment it is not always clear to the central and local government planners where they should see the real voice of the PE profession."

The Honorary Secretary of the BCPE, Nicholas Parry, applauds Kane's initiative. He says: "If he succeeds, and we all wish him well, it will be a great day for physical education because at last we will be able to present a united front." Both Kane and Parry point to major weaknesses of the BCPE as constituted; the lack of executive muscle owing to the "reference-back to parent organizations" mechanism; and the absence of a professional secretariat.

Kane concludes that the PEA, as the oldest and most strongly



established, with its permanent secretariat, its flexible constitution, and its membership of more than 6,000 should "embrace all specialized groups and factions for the purposes of setting the strongest advance physical education". He sees negotiations as difficult, but all concerned to come together and collaborate in a way "that makes sense educationally, economically and politically".

There can be few physical educationists who would quarrel with this view; there will be some, however, who will ask that all the constituent bodies, including the PEA, have to make significant changes in structure and style. There is a new sense of the importance of the physical activity as an integral part of health. Encouraging groups of "human potential" development in the past 10 years has signalled the potential role of physical education teachers in the fields of relaxation, breathing, knowledge, therapy in its various guises, and postural re-education. The physical educationist can no longer be a creature becoming emasculated into a "coping curriculum"; not a little start to adulthood but a last stage institutional child-minding. Mere expansion will accentuate the negatives.

To avoid this we must do two things. We must diversify its aims and objectives, what it offers to young people; and develop and expand the context in which it operates. I will deal with the school context.

An experimental "earning/learning" curriculum should begin well before the age of 16. But that is an over-simplification of a broader need. It is clear that many numbers of young people in primary school know that classroom academic learning in big schools, as a formal learner-teacher relationship, is unsuited to them.

The "sanctuary", "slu-bin" alternative of education and free school projects have multiplied as a response to the inability to settle. Look at the "experimental" centres, self-disciplined, yet these projects survive, mostly at the edge of the mainstream, should-like to be schools (or "learning centres") not just every Leam but in every locality, and inter-relating with "learning centres" with young people probably choosing to come of their time at both. The "learning centres" would offer a mixture of community service, outdoor pursuits, one-to-one, apprenticeship (but skilled) tuition, in thinking, in planning, in problem-solving, in working opportunities, in personal counselling, in motivation, gained from "experimental" learning can, and should, lead to knowledge gained from academic learning.

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features

schemes for the young unemployed, but engaging in a wide range of activities relating to education, the labour market, and early years at work.

My proposals at the MSC were squashed by a senior official with familiar words—"a busy-bodies" charter... "bureaucracy gone mad". But some of it survived. We do have, instead of 300 or so local work education councils, 32 Area Boards, representing at least some of the sectional interests.

Yet they are too remote, too narrow in their activities, and only represent regional quasi-collaborative control, beneath which there is often unproductive, uncollaborative fragmentation. Employers run their YOP schemes, local authorities run theirs, community groups run theirs, colleges run theirs, and the wider context of work-education collaboration, as well as the narrower one of special programmes collaboration, mostly goes undeveloped.

My third proposal then is to replace the present administrative arrangements for the special programmes with a network of Work Education Councils, which would not only take over planning and implementation and resource allocation responsibilities, but would plan and implement any other two proposals, and others they will initiate themselves.

They would also be concerned with YOP diversification. YOP still consists, as it did when it was established, of several different types of work experience or work preparation course, in which young people "work" for a flat-rate allowance for from 2 to 52 weeks. All aim at providing skills and experience in different "mixes", to increase each young person's employability.

Such objectives will remain valid, and in particular for the less disadvantaged among the young. But their blanket application to those regions and localities worst affected by unemployment, where vacancy: job-seeker ratios are frightening, and to the more disadvantaged young people, is questionable. Here new kinds of opportunity are needed.

In particular, there should be opportunities which break up the rigidities of the present ones—rigidities which specify full attendance, with "trainee" status, in schemes organized by adults with funds provided by the Government. Instead of guaranteeing unemployed school-leavers and long-term unemployed under-19s six week-plus places in these schemes, why not give to them, and to groups defined in other ways, entitlements—for example, books of wage and education vouchers.

Some might choose to spread such entitlements over considerably longer periods than 52 weeks in part-work/part-education/part-leisure mixtures. Such approaches need not exclude young people completely from benefit payments. Some of the part-time work opportunities could be negotiated with employers and employees, and such negotiations could form the stimulus and basis for work-sharing arrangements.

Perhaps some young people might prefer to do the negotiations themselves, rather than leaving it to MSC or even Work Education Council "marketing" arrangements. Other opportunities in the community service field might be made available through the same kinds of intermediary/brokering mechanisms presently a feature of YOP full-time community service.

Some young people might choose to use their entitlements in different ways—perhaps on the "full-time" schemes presently available. Or—more intriguing and challenging—they may choose to "cash" the wage vouchers to capitalize their own schemes for self-employment or cooperative youth enterprise; or use them as security for bank loans. Work Education Councils might decide to make their own investments as partners, in such ventures; at the very least they will provide business advice and personal counselling services.

An "entitlement" approach is one way into diversification. Again, my strong suspicion is that Work Education Councils would develop many other ideas, and that these are potentially more sensitive and more imaginative than just expanding YOP.

Colin Ball is chairman of Outset and co-author, with M. G. Bull, of *Fit for Work? Youth, School and Unemployment* (Writers and Readers). He is presently in direct a unit established to examine the feasibility of creating jobs for the young through community-based business enterprises.

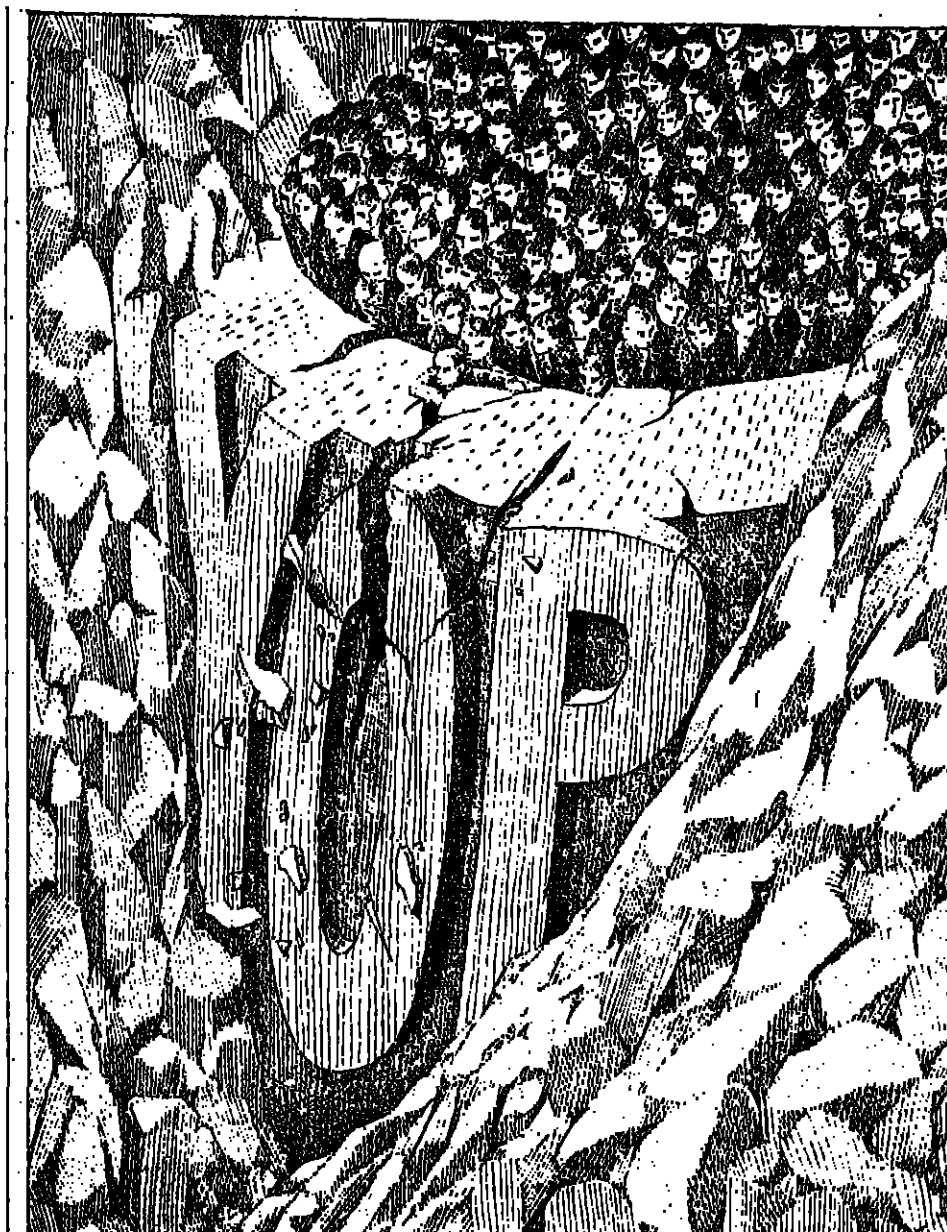


Illustration by Ingram-Pinn

Expansion
is not enough

Colin Ball offers some fresh proposals for enabling the Youth Opportunities Programme to respond more imaginatively to the needs of the growing numbers of young unemployed

If such centres were course-based, as in adult education, rather than subject-based, as in schools, and if individual departure was monthly rather than yearly, so that school-leaving was arranged in the same way as athletes organize their training for the Olympics, then we might arrive at a sensible, individually-tailored education system, rather more capable of justifying the title "comprehensive" than our present one. I doubt whether we would then see the present levels of disaffection (truancy), frustration (in and out of school violence), and failure (one fifth leaving with no qualifications).

In the community context I have two proposals. The first concerns public lay participation. The schemes run by the National Extension College, and the Grubb Institute's "working coach" project, which establish supportive relationships between people in work and people who are not, have great significance. I would attach such schemes to the "experimental learning centres", since they are a natural partner to the apprenticeship-style tuition opportunities such centres would develop.

As at present, the schemes would rely on the sort of active participation the Westward Television and Capital Radio have provided. Such schemes can provide the

features

"Cambridge once again leads the way!" proclaimed the local paper on October 30, 1930. The first village college in the world had been opened on that day at Sawston in a rather perfunctory manner, by Edward, Prince of Wales.

"You should have seen him at the opening of Sawston", said someone in the Education Office to a newcomer, 15 years later. The reference was not to the "Handsome Prince", but to Henry Morris, CEO for Cambridgeshire, for whom the event really had meant something. "I have given my blood for Sawston", he once said, "not my sweat, my blood".

To get that first Village College open and working as he wanted, had cost him five years of hard struggle in an atmosphere of cuts, freezes, axes and infuriating political incomprehension. Fortunately for education, Morris was a man of high courage, vision and creative common sense. He was also immensely astute and some would say a rogue, in both senses of the word.

When he became Chief Education Officer of Cambridgeshire in 1922 he was 33. He decided that a massive upheaval was necessary in order to invigorate the meagre provision of education in this largely rural county, blighted by a falling population, low wages, minimal transport and totally inadequate village schools. He not only promoted (long before Hadow) the reorganization of elementary education into junior and senior schools, he envisaged and set in motion a transformation of the senior schools into active agents of culture and civilization, to which he gave the name Village College.

His plans were drawn up and clearly written out in a now famous memorandum which he sent to county councillors at Christmas, 1924. He wrote:

"If rural England is to have the education it needs and the social and recreational life it deserves, more is required than the reorganization of the elementary school system. . . . There must be a grouping and coordination of all the educational and social agencies which now exist in isolation in the countryside. . . . an amalgamation which will assemble them for the first time in a new institution, single but many-sided.

"The possibility of bringing together all the various educational and social services would find a habitation within the village college. The building that will form the village college will be so new in English literature and its significance so great, that the design and construction of the first colleges should be very carefully provided for.

"Let us say to the architect: 'We have a conception of a new institution for the

When Henry Morris set up his famous village colleges in Cambridgeshire fifty years ago, his aim was 'to raise the school leaving age to ninety'. Harry Rée, Morris's biographer, has been touring the colleges, and finds that many of the original ideals have disappeared from view

A case of arrested development?

countryside, an institution that will touch every side of life of the inhabitants of the district. Will you think out a design for such a building? A building that will express the spirit of the English countryside. . . . a building that will give the countryside a centre of reference, arousing the affection and loyalty of the country child and country people, and conferring significance on their way of life."

After years of struggle, begging and cajoling, three more colleges succeeded Sawston. The most famous, Impington, designed by Walter Gropius, was finished just before war broke out in 1939. In the post war years they multiplied, so that by 1970 every secondary school in the authority was a purpose built community school. But although they multiplied, many seemed to become afflicted with a form of arrested development. They lost that lead, which the pre-war colleges of Sawston, Bottisham, Linton and Impington had certainly once held.

After the war, however, community schools and colleges began to flourish beyond the boundaries of Cambridgeshire. Often they were started or staffed by people who had begun their careers

as teachers or administrators in Cambridgeshire, who acknowledged their debt to Morris.

Today the tide is flowing in the opposite direction. During a recent tour of the village colleges in Cambridgeshire, I kept coming across teachers from community schools and centres in Leicestershire, Coventry and Nottinghamshire and elsewhere, all of them offshoots from the Cambridgeshire sapling planted first at Sawston in 1930. They were now repaying the debt to Morris.

But why the arrested development in the home lands? What has happened to the village colleges in these later years? I do not want to give a gloomy impression, especially as in several colleges today developments are being enthusiastically pursued which show a real understanding of Morris's philosophy, and which would delight him.

But there's no denying that many colleges, and many people connected with them, have stood still, and in some cases turned their back on the hopes and ideals of the originator, or have simply failed to understand the "working philosophy" which he so colourfully expressed in articles and speeches throughout his life.

For the most part the standstill can be explained by this lack of understanding, or maybe a lack of awareness of his philosophy; in part it comes from the outworn model of administration which

councillors have not seen the need to alter; and in part, I think, from an irrational fear of community education, a fear that, if successful, it might prove disruptive.

This is myopic, for the construction and vigorous initiatives, which are much needed in all corners of this society of ours, could be effectively sparked off and kept going by the development everywhere, and by the intelligent support from local and county government, of community education seen in its widest sense—seen as Morris saw it.

The misunderstanding is most obviously exemplified in label changing. There is a sad tendency, by no means confined to Cambridgeshire, to think that by changing the label you change the thing. Simply to call a school a village college or to change the name of a school to community school, is only slightly effective than to tack a couple of sports courts and a public swimming pool on to an existing school, and to think that community education will result.

Nor is it enough to provide a tutor to organize evening classes in school buildings. This makes little impact on the education of children in school, and equally little on community development outside. It is a sad fact that in some community schools and even some village colleges there are teachers who regard their workplace as more than "an ordinary school".

On my recent tour of the colleges I met teachers who were obviously devoted and effective. They told me that they were aware that they were working in a community school. Do they need reminding of Morris's words?

"We must do away with the last school. We must associate with education all those activities which go to make up all life. This is as important for the teaching of the young as it is for the teachers themselves. . . . It is only in a world where education is confined to infants and adolescents that the teacher is inclined to become a pundit or a pedagogue. We are so prone to look on education as a parenthesis in the human adventure, that in thinking about education we think of the school."

Once, when visiting a village college, Morris noticed that the entrance hall was decorated with children's paintings. "Take those down", he said to the staff, "they make the place look like a school."

The misunderstanding can be put up by the adult tutor, to organizing a cluster of sub-committees, or through a series of events for the benefit of clubs, families or individuals. This, by inducing people to exercise "social" skills, and to assume responsibilities which would otherwise pass by, becomes a valuable educational experience.

There is a welcome tendency in many colleges for classes to graduate into clubs, means that they have to organize their own activities: raising money, negotiating with the authorities or other committees and responding to requests. Sometimes they establish training sessions for new members, or, if they become too busy and expert, the main committee will organize a class for beginners to complement the activities of the club.

Students present a special problem for the institution which thinks of itself, or is thought of, chiefly as a day school. In one college have taken the management of supervising Sunday school, the family, covering swimming, and they provided for themselves, in the sports hall and team athletics on the playing fields. The warden, by the way, is the caretaker and cleaner, all this communal property which one associates with

the curriculum and diminished, for teachers and children, the significant contacts that used to be made with the local community outside the school. The pressure on the school to have visible exam results for a minimum of one year has been the expense of community involvement for all.

This concentration on courses, classes and qualifications, urged upon schools by doubtful if understandable social pressures, is not the only way in which the special value of community education has been ignored and even excluded. Adult and adult students can be just as much to misunderstand or reject the message of Morris.

For active community involvement, in the village college, as the community school, is often undreamed of by those bound by books or closeted in classrooms, is a powerful means of offering the individual, whether child or adult, a natural and demanding way of becoming an educated and civilized citizen. It is the best of unconscious education for citizenship. Again, do we need reminding of further thoughts of Morris?

The village college, as the community school, for the neighbourhood, would provide for the whole man and abolish the artificiality of education and ordinary life. It is not only a training ground for living, but a place where life is

the welfare of communities depends on the extent to which centres of unadvised initiative can be developed within them. The great task of education is to convert society into a series of cultural communities, where every local community would become an educating community, and education would not merely be a consequence of good government, but a government of consequence.

Although I have been claiming that, through a lack of understanding of Morris's message, community education has not yielded its full potential, I must admit a number of really encouraging examples by which today, in some village colleges, the word is being made flesh.

In all colleges there are clubs and societies and a representative committee which takes some responsibility for the organization of activities for young people and adults. This responsibility is often given to a sub-committee, or a group of adults, to approve a programme of activities for the year.

Through a cluster of sub-committees, or through a series of events for the benefit of clubs, families or individuals. This, by inducing people to exercise "social" skills, and to assume responsibilities which would otherwise pass by, becomes a valuable educational experience.

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Above: Henry Morris (centre) and the Prince of Wales, who opened the village college at Sawston "with a classic string of platitudes and clichés". Opposite and below: Impington village college, designed by Walter Gropius "for a knock-down fee".

by children from the school, as well as by adult volunteers.

One interesting way in which school subject departments have become closely involved in the teaching of adults has been successfully tried out in one college. Here the head of department of a particular subject area in the school takes responsibility for the organization of the subject in the evening sessions attended by adults, for the appointment of staff and for the syllabus. They do not have to teach themselves nor try and get their colleagues to take on the extra work which the school can keep in close touch with the evening work, and in particular can know which adult classes might usefully accept school students for supplementary work.

Another college made a special occasion out of the often dreary business of enrolment for evening classes. They organized a massive Taster Day one Saturday in July, when crowds of people from the surrounding district came and gave the courses an offer of a quick trial; the atmosphere was more like a carnival than an educational exercise, but not only did the tasters learn a lot, the organizers benefited too, and everyone enjoyed themselves.

In another college the school curriculum, for all years, includes a strong infusion of community studies which are delivered, to an extent few such courses can be, by the easy access the teachers and children have to all kinds of human, social and material resources, which they can easily visit, or bring into the school. These and many other significant developments show that in some of the village colleges an understanding of the educational potential of community education has already been realized, and opportunities for putting community education into creative practice are being seized. It seems however that in some other colleges there is little awareness that such things are going on elsewhere, or even that they ought to go on.

There used to be a Federation of Village Colleges, which met once a term, but it has died. Yet the need for exchanging ideas, not only at Warden level,

and for learning about each other's practices is, to an outside visitor, obvious. There are county newsletters for maintaining contact between the colleges, but significantly one of these is confined to the school side, and the other to youth and adult concerns. A single Community Education newsletter would seem more appropriate.

Other administrative policies reflect the mistaken idea that there are two separate sides to community education. One warden pointed out that only he and the caretaker were appointed to cover both school and community activities; all other appointments were for either one side or the other. Another warden felt that by now the education committee should realize that the whole community, adults as well as children, might want to use the college even more at weekends than during the week, and that therefore the arrangements for staffing and access should approximate in some ways more closely to the demands of a hotel than of a school.

Considering it is high time some move was made to co-ordinate salary structures and contracts of service for those who are working in community education, so that they could easily be involved both with teaching in the school, and with adult activities. Leicestershire and

features

Coventry have led the way, not Cambridgeshire, in making it possible for teachers whose major concern is with the school, to take on some evening teaching or duties at weekends, and be compensated during the week by a reduced timetable.

One valuable move, for which the county council should be congratulated, is the establishment of a system of "self-budgeting" for each college. This gives autonomy to the committees concerned with adult classes to plan their programme and its staffing so that these are suited to local needs and local purses. This gives greater flexibility, and avoids the rigid application of centrally designed regulations. It must also save administrative costs in Shire Hall.

But recent cuts have introduced a fiendish element into the budget exercise, by insisting that each college return 125 per cent of the grant given by the council to staff the classes. This has forced the colleges to raise fees, to concentrate on the popular and profitable classes, and to drop those classes which would not pay. No one of course is able to measure the educational losses; they are just one more item in the reduction of the quality and quantity of community education.

Another blow suffered by community education in Cambridgeshire has been the halving of the number of community tutors attached to the colleges. In one sense, surely not intended by councillors, this has brought a certain advantage, in that there is no longer a separated tutor for Youth and a second for Adult Education. It has also meant that in some cases, where for instance the adult tutor kept his job, he has managed to persuade individuals to take on responsibility for youth work, both in the colleges and in the surrounding villages.

It certainly looks, in Cambridgeshire as elsewhere, as though community education has been singled out for cutting, possibly because it presents an easy, not particularly noticeable target. But the suspicion grows that, although at one time the landowner councillors supported Morris and community education wholeheartedly, the present generation of conservatives look upon community education with strong disfavour, because it is said to promote dangerous political and educational policies.

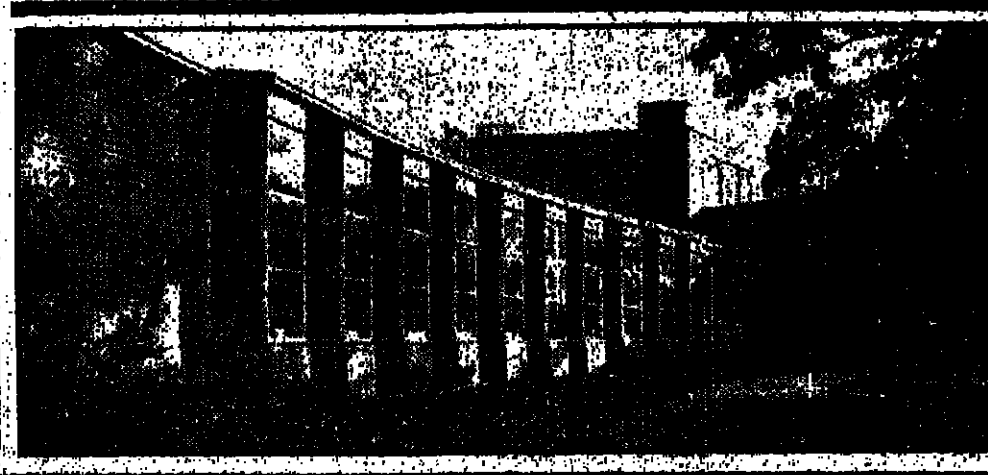
This is nonsense; indeed there are many reasons, not least economic ones, why present-day conservatives should back community education, not oppose it. In any case it would be disastrous if it became a party matter. Would it not be valuable for an all-party committee of MPs, strengthened by an occasional Dame or Lord, to take a long look at community education? I'm sure the community schools or colleges would not want to hide anything, and would be confident that, after studying the concept and some representative examples, members of all parties would become committed to its extension and promotion.

One thing is certain. The colleges in Cambridgeshire will not remain the same as they are now, any more than they are now the same as they were when they started. For, as Henry Morris maintained in 1924:

"The village college would not outlive its function, for the main reason that it would not be committed irrevocably to any intellectual or social dogma or to any sectional point of view. Intellectually it might be one of the freest of our English institutions."

The colleges have gone a long and promising way since 1930. They now need to go further, and be encouraged to go further.

Harry Rée is the author of *Educator Extraordinary: The Life and Achievement of Henry Morris* (Longman).



Shake, rattle and roll

Next, to a violin class given by someone else looking rather distinguished: young men and women sit patiently round a room watching a Bulgarian violinist tackle a Mozart concerto, formidably well. The maestro (for he is indeed one) sits bolt

On to a studio suffused with hilarity: Its occupants are learning to dub, taking it in turns to match their voices to an ancient Ronnie Barker comedy clip. Their tutor, owner of a voice familiar to everyone with a television set, explains the importance of this aspect of an actor's training. In this area of showbiz you are not allowed into the water unless you can swim; studios cannot afford actors who fluff their lines. And it is not just a matter of voice-overs for com-

"You can't play God", says the principal. "If someone of exceptional talent applies to study here we must give them the best musical or stage education possible. We can't turn them away." The intake for full-time courses is in fact severely limited, a mere 20 actors, for example, and instrumentalists in the right proportions, to balance the

Last year's student productions of the *halm's Company* could have our productions in the West End: often encounter so felicitous a of the highest stage and musical year's productions should be good. Other academies may be or even sometimes surpass it in particular specialisms 'but, in its scope and the boldness of conception, the Guildhall still in the

your private eye working, though much for a regional radio and a fondness for slightly best stories stapled together by violence and plots of the obvious. But with good production style and some strong performances. To the Manor Born (BBC Sunday) seemed a little lacklustre in revival, but cheered up as police Keith got her brasserie back. The Bill (BBC) is the same's best series is a re-run: Minister (BBC 1, Thursdays) silently expands on second order, since it is deftly written and drawn in laughter, not the usual of clowning, but the funniest comic subject, hyper-

So, however, was Ms. Katherine Bush, who has abbreviated her name to Kate and her clothes to sort of Star Wars tights (Kate Bushin Concert, BBC2, Tuesday). Kate Bush is what most of the others fail to be: a true surrealist. Wearing a microphone attached permanently to her head, she sings, dances, gery, she sang, danced, swayed and whirled in a self-engrossed passion that left the audience behind. Ms. Bush, who sings on the 12-tonne ship, is a true surrealist. She pierces of some of her once most piercing notes. She also shows signs in this concert (1979) of needing a somewhat more varied repertoire. She sings "The Sound of Silence" and her act: all stage High Noon shoot-outs look as if they have been ripped off from the lunchtime strip club down the Rose and Crown. But this was true originality. In the world of her true performance, Moreover, like so many, she

has been improved by her contact with serious literature: I find definite alpha quality in her sensitive responses to *Wuthering Heights*. I think Robert Hughes (The Shock of the New, BBC2, Sunday) would like Kate Bush; for, despite his over-

Looking at audiences was also a good excuse for watching the coverage of the Conservative Party conference in Brighton. The seated ranks here were older, more placid, less lustful than those of the rock concerts; even so, they knew when to cheer, and when to boo, and when to hiss, and hence when it was time to twitch a facial muscle, do a laugh, or even provide a five-minute standing ovation. The Leadership Conference got out there, their faces lit with a night-walker's gleam, in a pack of highly suspect looking crew who had left a little of minor vandalism over the landscape behind them, and who were, said the headlines, trying to outdo Mrs Thatcher. The eventual headline was that they did not. Thus, in the great journal of history, which is television, they were notably unsuccessful, their ability to bring a crowd who had managed to pull out of the billing over Conference itself.

Partisan viewers will find the explanation for this in television's political bias; the truth surely is that there is no plot harder to write than the fiction of instant history since everyone is contending for it. Thus even Right to Workers are no longer the tragic figures of Jarrow but yet another set of applicants for television space; meanwhile true misery lies unfilmed elsewhere.

But Sennett is probably correct to regard their answers as not simply a little sketchy but fundamentally imaginatively inadequate. Life may well be correct also in seeing that the most inadequate aspect of their understanding is the failure to model at all elaborately how the sentiments of trust, devotion, fear and a relaxed opportunism intersect with the practical realities of the institutions within which men and women live their lives.

book; but it is in many ways a far from commanding one. Sennett writes very much as an authority, does not write with authority, emphatically does not write with authority. His loose and inaccurately allusive style often makes it hard to follow quite what it is that he wishes to convey and sometimes renders it deeply unconvincing that he does in fact know quite what he is talking about. One symptomatic difficulty is his practice of airily touching a wide range of New York cultural references without providing photographs of Richard Avedon to the writings of Clausewitz, Gluck, Freud, Hegel, Kafka, Machiavelli and Turgenyev, without providing his reader with the means to pursue any of these references. This is a practice which I am advised to adopt, and in my case some of the references cannot be said to deserve an innocent reader's trust.

Locke scholars, for example, will be surprised to learn of that philosopher's "belief that once the material foundations of patriarchy and capitalism were destroyed, liberty for adults and mysticism for the family would increase" while the "most eloquent students of the history of social thought have been hurried to encounter . . . the Italian communist."

In writing his famous *The Ruling Class* in 1930 some four and a half decades after that eminent conservative intellectual had committed the view to question to print.

This mild intellectual sleaziness is a pity because however unsatisfactory his handling of it may be, Sennett is attempting to understand a lot of immense human importance and because his conception of what is in fact usually most needs to be understood is in fact unusually direct and courageous. The limita-

tions of the approach are obtrusive enough. The contexts in which human beings are subject to authority in a modern society are extremely diverse. Even if we possessed causal and more cogent theories of the causation and character of psychic attitudes within individual human beings, and such attitudes could in principle be understood independently of the diversity of institutional contexts which confront a member of a modern society, this would hardly suffice to enable us to think very clearly about authority as such. At the very least we would still need to have an accurate and comprehensive understanding of the causal properties of these different institutional contexts, from the world economy and the nation state system down to the domestic hearth.

If in addition it is correct to presume the impossibility of specifying either the determinants of individual attitudes or the causal properties of institutions independently of one another, (because adult human attitudes are extensively predicated on social institutions and because the causal reality of such institutions is partially constituted by the attitudes of the men who participate in them), these difficulties will be sharply accentuated. In any case Bennett himself, in the course of his earlier works, writes about all institutions in a quite remarkably vague fashion. Whatever the limitations of Marx's or Weber's conceptions of the causal determinants of human facility, they will scarcely be amended by sociological analysis conducted in this style.

Perhaps the most interesting aspect of his present

[illegible]

himself as someone working things, but like his audience, he is a revelation coloured his position in reading, Dark- on the Edge of Fear in he abandoned all claim to innocence. Probably use of his bleakness, it failed to make the commercial success he has spent years in and on its successor, and relation has been the.

The River (CBS 88510) is a story and even its form and even its dilemma, the package, it is removed to have

A practical man of the theatre as well as an academic, he believes we must judge popular, miracle plays and even morose, misanthropic Victorianism preserved in the theatre more than the dialogue, and just as the dialogue of a cinema epic would give little idea of the complete film, so it is with the early English stage. The audiences were not so much illiterate, but a civilization capable of building

they reshufile the pack or standard rock devices with few signs of their author's former imagination. Some are at best pleasant, others are deeply banal, and the sole exception is "A Hungry Heart", which completely captures the elation of his concerts.

Flawed as it is, *The River* contains moments which suggest that Springsteen hopes to carry mainstream rock to a maturity of which it has not previously dared to dream. Whether his audience will welcome such a quality is another matter.

spectacular cathedrals was visually educated and would not have accepted plays that were primitive or vulgar.

To prove the sophistication and richness of these productions, Professor Wickham has undertaken a mammoth task of detection. Not everyone will accept all his deductions, but this is a convincing argument and a rich treasury of information. Its republication in this revised edition is a happy way to mark its original appearance 20 years ago.

The actors broaden the drama's base by doubling in second roles that include a member of the Official IRA and a British soldier. Even so, every argument you can think of against the play's usefulness comes to mind. Is not the scenario simplistic? In terms of what we can do, are we not left

The London Matrimo's Molecular Club company could hardly be more different. Plying to about 500 imported seven- to 11-year-old twice a day for a week at Colton Hills School in Silverthampton, these four performers—Marriage, Segrave, Carol Summers, Michael Waterman and Guy Dimech—directed by Colla Tarn) were basing out with fine panache and old-fashioned melodrama in the cause of physics on a large proscenium stage.

Shine a Light is their sixth show to teach science through drama and it taught a good deal as well about theatrical effect. Thousands of children will now surely burst into song with "The angle of incidence is equal to the angle of reflection whenever the teacher gets the mirrors out, but they will also know how ghostly effects are achieved and what marvellous things you can do with coloured spotlights.

It goes without saying that a visual training plays a great part today in the formation of a teacher, particularly in the field of primary education, which in Suffolk means lowly and middle schools; and that is why large exhibitions of this kind are generally far more enervating than those mounted by other occupational groups.

Some of the 80 varied personalities on show are art trained, but the majority are not. All were required to work in those areas beneath the promised land of

Paintings, sculpture and work are heavily derivative, and borrowing has played havoc with any original, underlying tension. Visitors cannot escape the general store cupboard effect. Now there have been used up what happens next, or the year after, is the moot point.

But there are a few serious artists here like John Addyman who won't regular themes, in his case a sensitive application of water colour an analysis of landscape. It is just a pity that they are shouted down by the sensation seekers.

Ray Rushton

extra

All of which brings me back to the issues of centrally coordinated policy on curricular matters. Clearly such a policy will be needed if local authorities are to fulfil one of the

Alan Mays is Deputy Director of The Centre for Information on Language Teaching and Research.

It should be obvious from this that Russian must be a useful language, provided one has the imagination to see how it might be used. Not that we have ever made "usefulness" a criterion for planning the foreign language curriculum; French is not so useful, to put it mildly, that 98 per cent of

The incident of the lady in the
allotment scarcely provides an

But let us return to the situation of schoolchildren who have the chance to start Russia. What does it matter to them? We Russian schoolchildren are suggesting that Russian should be a common core compulsory subject. No, we are not. It is perfectly obvious that school pupils have a chance of obtaining the richest experiences and enrichment of personality that any young people needs through the medium of subjects too. It is, however, utterly vital for the trading, political, cultural and intellectual life of a country that Russian should be taken up by a more select

What factors, then, lead to, and should influence, the decision to offer a second language? A review of the arguments in favour of Spanish shows that, if all languages can claim the same general educational values, Spanish is representative of the languages from the linguistic point of view; it is phonetically simple, an important consideration in oral work, its orthographic regularity allows for easier learning, and it allows for the introduction of reading at an early stage and, without ignoring the reality of this rich and beautiful language, it is possible to reconstruct the really existing areas of grammar and vocabulary at the steps. If we adopt the "language distance" model,¹ which states the degree of "difficulty" of learning a language as a function of its distance from the native language, Spanish scores very well.

The I.e.a. with which my own work brings me into most and closest contact is Inner London. The Inspectorate makes a point of en-

background study of modern Spain and the "pop radio" sound effect seem to have proved very popular. We shall soon, no doubt, know

For A level, however, the rate of growth remains stagnant: a rise of only 2 per cent (though the pass rate is higher—average 76 per cent—than for O). This rather depressing picture is no doubt in part explained by the structure of the 16 plus curriculum. The former syllabus was about 40 per cent languages to concentrate on, whereas A level (a situationist unknown in other European countries, all of which include the study of a language to terminal examination). The A level syllabus itself, in languages has, of course, been much reduced, but the emphasis is on literature. Here, too, an exciting new development is taking place: born of proposals for

Sonia Rouve is Modern Languages Tutor in the Faculty of Education, King's College, University of London and Secretary of the Association of Teachers of Spanish and Portuguese.

At the recent colloquium on the teaching of Spanish in the United Kingdom, participants were conscious that Spanish teaching in the 1980s will have to live through a time of educational and economic change but that "the challenges ahead can be faced with optimism".

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- (3) Ibid
- (4) C. V. James's *Foreign Languages in the School Curriculum*, NCLE Papers and Reports 1 1979 p1
- (5) *Mathematics, Science and Modern Languages in Maintained Schools in England*, DES 1977 p3
- (6) *Modern Languages in Comprehensive Schools*, ILRA 1978 p3
- (7) Roger Goulden in *The Spanish Colloquium*, p80
- (8) *Flashes from CILT Information Guide* 18 1980

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DISCUSSION DOCUMENT

By Philip Lewis

The Teaching of Modern Languages
A View for the 1980s
HMC Modern Languages Report No 2Obtainable from the Secretary,
Headmasters' Conference, 29 Gordon
Square, London WC1H 0PS. Price
£3 (including postage).

This report was compiled for the Headmasters' Conference held at the end of September. By no means a report in the conventional sense, it is more a heterogeneous collection of contributions, not merely by the working party involved but by speakers at recent conferences and invited contributors, some linguists, others not. It suffers from a lack of order and pruning, an appreciable amount of duplication and the omission of a general summing-up of the feasibility of the aspirations expressed in the report.

Though published under the imprimatur of the HMC, the appeal is to a much wider audience with little, other than the work at preparatory schools, restricted to the private sector. It is intended as a discussion document, not a policy statement. It is certainly providing the incentive for argument—probably heated—at all levels up to university and polytechnic, as well as in the fields of industry and commerce.

For one who has been actively concerned with the reform of modern language teaching at both O and A level, the initial feeling is of frustration, if not anger, that so many linguists have been engaged for so many years on new approaches to language learning without any major agreement having been reached as to large-scale implementation of methodology and assessment, in spite of a well-nigh universal concurrence of aims. Several contributors maintain that it is because we, as a nation, are notorious for our lack of interest in the mastery of foreign languages and award it a correspondingly low priority.

Admittedly, both the apparent case with which foreigners speak our language and the prevalence of English in so many international contexts militate against the credibility of an urgent need for British linguists. Charles Hargrove of General de Gaulle and Harold Macmillan spoken each other's language in 1963 or entry to the European Community may have been assured then. It is, however, worth remarking that English is the common language used by Helmut Schmidt and Jacques Chirac as neither speaks the other's language fluently enough.

The report appears under seven general headings, though some of

the contributions fit rather vaguely into these categories. By far the largest section is devoted to career prospects for linguists, the emphasis being heavily on the side of industry and commerce. Initially there are wise cautionary words about careers for translators and interpreters and an excellent summary of training facilities. Little hope is given of work overseas for linguists unless languages are combined with other skills. This theme is repeated throughout and best summed up perhaps by the German Trade Minister: "If you wish to buy from us, there is no need to speak German. But if you wish to sell to us..." The Director-General of the Engineering Employers' Federation in a recent speech, printed in toto in the report, states very clearly the need for both technical competence and language knowledge. The same section includes a series of rather superficial comments by distinguished businessmen, diplomats etc., as to why a knowledge of languages is valuable. These would have been more convincing if specific reasons had been adduced. Of particular interest are those given under "Fine Arts" and "The Law". Though laboured, the point is made that languages in themselves are of little value other than to the teacher and academic.

In a report incorporating comments on teaching for the Common Entrance Examinations, CSE, CEE, GCE Ordinary and A level, and at college, polytechnic, university and post-graduate level, it is at least encouraging that there is virtually universal agreement as to why changes are necessary in the content of courses. There has been much talk recently about a new form of A level in modern languages—talk which sometimes implies that teachers are reluctant to adapt themselves to new thinking. In fact, several examining boards have in fact put forward specific proposals for a "language only" examination at this level. Mention is made of the London University scheme, the sample questions for which are admirable. Still to be decided is whether "literature" is to be retained or whether this can be incorporated as one of the topic headings, but in terms of movements rather than set books. There is no disagreement as to the need for greater emphasis on oral testing and for native speakers and topic areas to be involved in the listening and reading comprehension papers.

At Alternative O-level much enterprise has been shown by the Oxford and Cambridge Board in particular in encouraging examinations in French and German. Business Studies. The leap in entries since the initial examination

in 1978 is matched by the interest at Mill Hill in the "Bilingual" papers (geography and history) in the same board's papers. Conversely, much has been said in this report on the drop in rate for languages in state secondary schools. Whereas 50 per cent start a language at 11, by the end of the following year only 10 per cent obtain an O-level pass or CSE. This leads to considerable confusion as to how motivation is maintained and what rewards can justifiably be given to those not proceeding to O level. Here the Oxford Project for Graded Examinations deserves much publicity. The secular success of these, in short, limited-objective" exams involving three, if not five, years of the secondary school could well be imitated in other countries.

Not only is the problem of less able learners covered in detail, but also the question of optimum age at which a language should be begun. The correspondent says categorically that the earlier the better, others at both primary and secondary schools prove conclusively that the latter is better (ie, a 10 plus) is at no disadvantage.

Mr Bamford of Sevenoaks sums up succinctly and persuasively the argument for the late start. This supports the findings of the National Foundation for Research on Education which, in 1978, identified with their German counterparts. This helps to make the study of German a more tangible and useful pursuit. There are sections with direct teaching—help with some of the perennial difficulties of sentence shape and idiom. Lastly there are model examinations, some of which are excellent. These show our own 15-year-olds tackling what seems to most candidates the toughest part of the exam: the personal interview and the role play situations.

Some of the benefits of using television in the modern language classroom are listed. Indirectly, hard to isolate specifically, they include improvement in the student's motivation and self-view and enhancement of the teacher's status and authority. By showing students on camera struggling with the foreign language, making some mistakes, but nevertheless communicating, we give tacit acceptance to the idea that perfection in the target language is neither possible nor expected.

Expectations of teacher and learner are made explicit and achievable. The more language we are able to produce, the more errors they will necessarily make. But they can make themselves understood and they can in turn understand the answers to the questions which they have painstakingly put together. A half accurate response which wholly conveys the student's intention is a considerable achievement in a foreign language, worthy of the teacher's praise and the satisfaction of the part of the learner. Accuracy and fluency will follow but only through continuing active and unselfconscious use of the target language. One of the underlying aims for the whole of our MLC output is that of making things foreign appear less so. Another is to make language learning a majority—not a minority—pursuit.

"Reacting to trends" continued

ITV has a long tradition of public service broadcasting and Thames' predecessor in the London region, Associated-Rediffusion TV, provided a schools television service ever more than 20 years ago when it seemed a daring and controversial thing to do. Now schools have come to rely on this service from the broadcasters and the TV programme contractors have a statutory obligation to transmit a minimum percentage of educational programmes each week during the school year. This is one of the reasons why, in the face of falling profits and with no obvious commercial advantage, we continue to send money (funds) in Europe for the support of modern language teaching throughout the United Kingdom. The IBA must approve plans for future series and watch over both the technical quality and the educational viability of the transmitted product. Certain proportion of the programmes must be new material.

This year the new element (five, twenty-minute programmes) is a series for teachers and learners of German: *Wie sagt man...?* A large proportion of the film, in this series was shot in Hamelin, 50 km from Hannover where, by repute, the purest German is spoken. The programmes will offer revision materials for students about to tackle their first public examination. There are scripted (and therefore structured) texts which are presented as transactional dialogues, filmed in authentic situations.

There are interviews with German nationals, many of them teenagers, which offer a gist comprehension exercise and also help our students to identify with their German counterparts. This helps to make the study of German a more tangible and useful pursuit. There are sections with direct teaching—help with some of the perennial difficulties of sentence shape and idiom. Lastly there are model examinations, some of which are excellent. These show our own 15-year-olds tackling what seems to most candidates the toughest part of the exam: the personal interview and the role play situations.

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REACTING TO TRENDS

By Mary Law

At Thames Television in London where the language teaching programmes are produced for the whole ITV network, the people who plan and make the programmes are also directly involved with field work in schools and at in-service courses. Language teaching conferences throughout the country. As a result, each new series is, in part, shaped by reaction to "past programming and each new project offers the chance to answer more precisely the needs which teachers and learners make known to us. Of course, that is not the whole story. Television has been innovating, to a degree, once conceived, programmes take on a life of their own. But we are well placed to react to national trends in classroom practice as well as to "new developments" in the curriculum.

The extent of our programming has made it possible to plan and execute work on television materials with an extremely broad span of possible application. A modern language teacher there was nothing there to claim that there was nothing there useful or necessary for his or her particular teaching situation. How else can learners in the classroom be exposed to the living language, including facial expression and gesture, and have a chance to identify with their counterparts in the language with other language learners and with other language countries? Over a five-year period we have quite specifically for the schools' modern languages programme been producing a small programme unit, lasting a year a further 200 minutes will be added to the already existing provision available by broadcast or pre-recorded tape. French (which gained 50 per cent of school viewers on its first year did programme) in the same period in the programme has urged us to plan a second series (Action 2) by Michael (O'Brien) and will be available in the second year classes, especially those working towards the advanced French A series. A series of advanced French, also to be produced, will present to the student some of the faces of the French language people in the 1980s.

Mary Law is Education Officer, Modern Languages, with Thames Television.



A group of sticking out their heads at Catford County School.

REGARDING ITALIAN

By Giovanni Carsaniga

Little teaching of Italian is done in British schools. That is hardly surprising, considering that, by the age of 13-plus, only about 35 per cent of school students are learning any modern foreign language. Of them, over 95 per cent have French as their first foreign language, and only about 0.8 per cent learn Italian.

That this is not healthy for Italian is perhaps beside the point: it is most unhealthy for modern language teaching in general. There must be something radically wrong with a situation in which about 65 per cent of school students above 14 do not learn any foreign language at all; and of the minority who do, nearly all learn one and the same language. Confronted by these facts, there seems to be little point in presenting arguments in favour of Italian (those who wish to become acquainted with them may read the papers from the DES-ATL-SIS sponsored by German, Spanish, Russian, Polish, Hindi, Urdu and other community languages spoken by sizeable immigrant groups (this is not an exclusive list). Italian came to claim as little as 4 per cent of the total, that would represent a staggering five-fold increase, enough to fulfil the hopes and satisfy the ambitions of the Association of Teachers of Italian and the Society for Italian Studies, the two professional associations closely concerned with its teaching.

Clearly, the sort of redistribution cannot be brought about by the mere play of "market forces" or worse still, by inertia. It must be made to happen. The present distribution may well reflect some sort of actual demand; but as the impact of meeting this demand is steadily reduced in our daily lives, demand is not a free expression of actual needs but a conditioned response to "what is" or can be made, attractively available.

I doubt that over 95 per cent of language learners in schools demand to learn French. I am sure that the foreign language, making some mistakes, but nevertheless communicating, we give tacit acceptance to the idea that perfection in the target language is neither possible nor expected.

Some evidence that the demand for Italian is somewhat higher than the 0.8 per cent at present supplied by schools is given by the number of Italian courses in universities and polytechnics: arguably some at least of those who take them would have learnt Italian at school if it had been possible.

For the present pattern of modern language teaching to change is obviously necessary, that is, the educational policy-makers should be convinced that it needs changing. While many of them already are in principle, in practice they do not yet believe that it can be done.

As regards Italian, the reason for not introducing it, often put forward even by favourably disposed decision-makers, is that there is a shortage of teachers of Italian. In fact, there are many qualified teachers, and an increasing number of graduates, who cannot find jobs in schools where their qualifications would be put to good use. What shortage there is, is a shortage of teachers of Italian already employed teaching another established subject, who could take on some Italian teaching as and when required. But teaching as and when required is a traditional Italian weakness where it is an established subject: many parents do not wish if taught to their children in case they have to move to another school where the continuation cannot be guaranteed. The way to solve these problems is, of course, to teach more Italian to teachers outside the educational system until more become available inside could be solved by the very simple means of establishing a register, which is perfectly within the scope and ability of ATL already used to coping with inquiries of this kind. And more teachers would become available inside if teachers of majority languages could be retrained to teach also a minority one: at least one scheme of this nature has been successfully operating for Italian.

Many of the factors affecting the present position of Italian in schools are negative only because they are treated in a negative way, and their positive potential is left unrealized. Falling rolls, for instance, will affect only a proportion of language learners, and provided the political will to do so were there, could release more resources for better teaching. The fact that even though comparatively few resources could be expected to be allocated to Italian from above means that more will have to be generated below: among teachers of Italian there is a considerable pool of ability that only needs coordinating.

Now that increasing numbers of beginners learn Italian from scratch in universities and polytechnics, and teachers in both the secondary and tertiary systems have come to face very much the same difficulties and share increasingly similar experiences in the field of language teaching, the prospects for mutual cooperation and pooling of resources are much better than in the past.

Given that the argument against Italian based on allegedly low demand is manifestly unsafe, some schools might consider whether it would not be more rational, particularly with the possibility of falling rolls behind the language is very accessible. Italian is also the culture (even if Standard Italian is occasionally not the language) of sizeable groups of immigrants in this country, who could become a most useful resource if their help were con-



Italian studies at Catford County School.

sequently uneconomical to provide for the statistically insignificant residue wishing to study the so-called minority languages.

Italian is, after all, spoken by over 55 million people with whom Britain has most friendly cultural and commercial relationships. Italian cars, Italian household appliances, Italian food, Italian films, Italian magazines and newspapers are freely available in this country, which means that the culture behind the language is very accessible. Italian is also the culture (even if Standard Italian is occasionally not the language) of sizeable groups of immigrants in this country, who could become a most useful resource if their help were con-

structively and sympathetically enlisted by schools. May I conclude by expressing the hope that teachers and educational policy makers will use their imagination and energies in making the most of existing resources and opportunities (particularly necessary in these times of financial stringency) in order to improve not only the position of Italian and other little studied languages in British schools, but also (and perhaps even more important) the health, balance and strength of modern language teaching in general.

Dr Carsaniga is teacher in Italian at Sussex University and Honorary President of the ATI.

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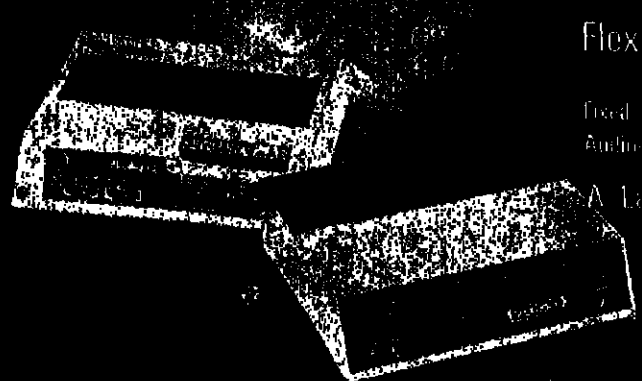
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TOWARDS A NATIONAL POLICY

By John L. M. Trim

In early July, almost unnoticed by the educational press, the Second Assembly of the National Council on Languages in Education was held in Durham, just two years after the first, which was marked by a major speech from the then Secretary of State for Education and Science. Despite its lower key this year, the NCLE Assembly was felt by the participants to have been a success and to have marked a considerable step forward in providing a single forum in which issues of importance could be discussed across the whole field of language and languages in education, so that the profession might speak with a coherent, articulate voice.

Educational change is a slow process. Classroom realities cannot be changed overnight, and while administrative structures and examinations can be reformed "at a stroke" the men and women who are the teachers are far too conscious of their responsibilities towards parents, teachers and above all children to do so lightly. But given sustained pressure at all levels, policies which are convincing and have the active backing of the teaching profession as a whole can overcome the attitudes, thoughts and actions of the many partners to the learning process until their implementation seems natural and relatively uncontentious.

NCLE is important in this process in a number of ways. First, it brings together all modern language teachers, whatever their language speciality, in schools, colleges, polytechnics and universities and enables them to hammer out a common policy, coming to terms with the diverse concerns and even conflicts of interest which have led them to assert their separate identities in the past.

Secondly—and this is more difficult and perhaps in the long run more significant—it involves on equal terms teachers of English as a mother tongue and as a foreign language, as well as those specially concerned with the language problems of immigrant children, whether they affect the maintenance and development of their mother tongues or their acquisition and mastery of English.

Teachers of modern languages and of English had been so far separated in organization, attitudes, methods that they had largely lost sight of each other. Partly this was a consequence of the fact that modern language teaching as against the rejection of any formal study of the mother tongue stemming ultimately from the Cambridge "unlearning of the muse" in 1917. Even the Bullock Report, in considering language "across the curriculum", took no account of the contribution which might be made by languages other than English.

The NCLE working party set up in 1976 to examine the relationship between the teaching of foreign languages and the mother tongue was unable to produce a unified report and instead put forward to the first assembly in 1978 a set of separate papers. At the assembly itself, the teachers of English felt

isolated, under represented and uncomprehended. A mere two years later, the situation has changed greatly. There is a much readier recognition of the possibility and desirability of coherence in a young person's linguistic education. Though an NCLE working party reported that there were still very few schools in which a coordinated language policy was being developed, their number is increasing. CILT is organizing a national conference of teachers interested in "language awareness" courses from January 23 to 25, 1981, and we have already received a substantial number of inquiries.

Modern language teachers are becoming more interested in the child's ability to understand and be understood in the foreign language than in formal exercises and puzzle translations. English teachers are increasingly concerned to value and develop the linguistic diversity children bring to the classroom. The presence in schools of substantial numbers of children for whom English is a second language challenges profoundly the easy assumption that the child's basic knowledge of the "mother-tongue" can safely be presupposed. Both groups of teachers are being forced by changing circumstances to reconsider their attitudes and beliefs about the nature and role of language. The body of knowledge and theory they need to call upon in order to understand the problems (including basic literacy) which confront them in the classroom is ultimately the same.

An important bridging role is played here by English as a Foreign Language (EFL). Not only is it a thriving practical activity, a large and profitable British export industry, but it is also closely linked at university level with general and applied linguistics. Encouraged and stimulated by the British Council, with its world-wide contacts and responsibilities, EFL has made great strides in the methodology of teaching and learning language for communication in this country and abroad. It is of necessity based on an explicit knowledge of English as a communication system and its use in a wide range of social situations.

Clearly, then, EFL is ideally placed to mediate between modern languages and English and it was no accident that a particularly satisfactory, coherent and fruitful report was produced by the NCLE working party set up under the chairmanship of Professor J. Sinclair of Birmingham University to look into the methodological relations between the teaching of English as a foreign or second language, and modern languages.

The third NCLE working party, under the chairmanship of Mr. M. R. Wigram, was asked to study "the relationship between what should be taught in the modern languages and the teaching of English as a foreign or second language, and modern languages". The working party arrived at much the same conclusions as the editors of the recent CILT publication on Modern Languages examinations at 16 plus and 18 plus. They agreed "that there should be a constant emphasis on language for the purposes of communication in circumstances as authentic as possible". Judged by that criterion, they found present practice in teaching and examining languages to be "seriously inadequate".

A NALA survey indicated that even in the fourth form teaching was concentrated on the "activities" which closely mirror those to be found in public examinations at 16 plus and 18 plus. Since the examination is characterized by a limited range of test-types in which "forms of language appropriate to written usage predominate", and the passages "narrative/literary in type" with "the subject content frequently trivial", it is not surprising that the working party came to the conclusion that "the significant few of these activities likely to be required in a real context by the majority of learners".

They also found that too much classroom time was taken up by teachers talking English, "with the consequent lack of opportunity or encouragement for pupils to become competent in oral/written language". They recommended extensive boards to "give urgent attention to the consideration of syllabus which would encourage pupils to achieve higher levels of competence in everyday communication within a more limited range in respect of both lexical and grammatical coverage".

view of the success of the objectives movement with its early language learning, it is hoped that this advice will be in mind as the criteria for the 16 plus examinations are considered. In addition to receiving the reports of its working parties, the Second Assembly of the NCLE adopted its resolutions in some amendments and additions to the curriculum framework for a fully diversified and flexible regard to languages studied which respect the one-sided negative action against university studies was deplored, and starting and options especially after 16 plus. On the second language short two-year courses to 0 and CSE levels were provided large enough sets to ensure viable sixth form groups, and in particular seemed very of genuine an unknown second language in the fourth year. Such a situation, regrettably, is a common one, yet an answer seems to have been found, thanks to the Reading Test movement which is re-evaluating so many areas of language teaching.

The South Western Language Centre German Credit One and two schemes were begun in 1978, used very closely on the French schemes they aimed to test the teaching of a minimum range of material in 20 defined "surrounding situations", and were intended to provide a motivating syllabus with a recognizable surrender value for all constituent associations. Of the many proposals made, new working parties two are particularly active considering the National Language Centre (NLC) and the Coordinating Committee Mother Tongue Teaching and National Association for Cultural Education aims to examine the implications for schools, i.e., a.s. of the range of language used in the home and in the workplace and cultural minorities make recommendations for the effective development and expansion of these language resources to the benefit of pupils and of wider community.

The second, following a resolution put forward by the National Language Centre, was to examine the role of the average and the less able pupils in the top 30 per cent of ability range. Can the cost of entering a completely new subject in a nine-form entry school be met

in an era of standstill or reduced capitulation allowances? Is a second foreign language for all justifiable in any case? Is a core curriculum? Such objections have been satisfactorily answered after three terms of the course.

The restricted contact time, allied to the minimal lexical and structural content of the course has meant that no-one has an opportunity to get bored. *Haben Sie... Ich möchte... Was kostet... can be presented, and effectively and painlessly drilled for two or three lessons in a case situation only to be encountered and reinforced later when the achievement of "Bringing a Cake" or "Buying a Present" is introduced as the next short-term goal. Asking and telling the time, forms unit two of the course only to be met again later when the pupil embarks upon "Buying a Ticket at the Railway Station".*

language teacher's constant search for a variety of activities practising and reinforcing essential structures and at the same time maintaining pupil interest is met by a fairly rapid transition to and, most importantly, recombination of, topics and situations. Able pupils can most profitably spend a further two or three lessons writing and acting their own role-play situations and tackling more demanding listening activities. An adequate stock of materials will cost no more than £70 and with the necessarily reduced handling by pupils will last for a minimum of four years.

I would argue that a course in a second language which results in a minimal oral and aural competence and sufficient reading skill to survive comfortably in a range of situations likely to be encountered on a visit to the foreign country in a group is vital in the light of present social and economic circumstances. The recent British Overseas Trade Board report on Languages and Industry exhorts schools to foster a willingness to learn or reactivate a language when called upon to do so at a later stage in employment. German and Spanish are surely relevant here and yet it is precisely these languages which are steadily losing ground in our schools. There is evidence to suggest that the more languages one learns the easier it becomes, two "windows on the world" are surely better than one. To their credit our children do try, for the first two years, but then drop out. However, this expensive system is still fully maintained. Universities still go on churning out teachers of languages in their thousands, almost all specializing in French. This is an extremely inefficient practice, for the needs of most modern children (destined to travel widely and mix with their counterparts in foreign countries on a scale unimaginable even five to 10 years ago) can best be met by teaching them a language that can be used in every foreign country and learnt to a useful degree within five years.

The only language to fit this bill is Esperanto, but if one tries to convince a language-teacher of this, one meets a wall of prejudices which has its foundations in the history of the system to which he or she belongs. "A constructed language has no culture" is the usual response, "and that is that". Another is "You would never find anyone else who knows it, so what's the point?" As they are the acknowledged experts on languages, such teachers' views are taken as gospel by parents and children alike, and they don't inquire any further.

The experts have such closed minds that they are literally ignorant of the facts. So much literature, both original and translated, is now available in Esperanto that it is possible for the average child (not only the above-average) to pleasantly imitate the culture of any country, or any countries, chosen by the teacher. Letters can be correctly written, after only a term's work, that will bring letters from other children in a wide variety of countries, giving the recipients an eye-opening acquaintance with other peoples' ways. As far as contacting and meeting other users of Esperanto are concerned, there is such a well-organized and documented network of schools and societies that it is in fact easier to do this in the vast majority of countries than it is in school or out to use French in any country but France.

A SECOND FOREIGN LANGUAGE FOR ALL

By Colin Trim

Whether German? Or Spanish or any other of the modern languages so unjustly termed "minority languages"? The present perilous position of these languages will, it appears, be further weakened in many schools—as secondary education enters a decade of falling rolls.

As a French specialist Head of Department seeking to foster the learning of modern languages and not merely French, I had been searching for some time for a way to consolidate and expand the position of the second modern language in my 16-18 comprehensive school. There were strong arguments against offering German as the first foreign language in alternate years, curriculum already under heavy pressure could not digest a full year or even three-year course with examinations at 16 plus in the second language short two-year courses to 0 and CSE levels were provided large enough sets to ensure viable sixth form groups, and in particular seemed very of genuine an unknown second language in the fourth year. Such a situation, regrettably, is a common one, yet an answer seems to have been found, thanks to the Reading Test movement which is re-evaluating so many areas of language teaching.

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INTERNACIA LINGVO

David Curtis on Esperanto

A young colleague surprised me recently by saying that she had never heard of Esperanto. Perhaps her generation has missed out in this respect, perhaps not, but she was subsequently so enthusiastic about this famous international language that it may well be that many others would like to know why it is not generally taught in our schools.

The explanation is rather complicated, but I will try to make myself clear. To begin with, our reasons for teaching modern languages are rooted in our history, going back at least to 1066, when the Duke of Normandy became King of England — whereupon everyone who wanted to get on had to learn French.

For the rich this was easy: one simply spent years of one's youth in France, or hired a French governess for years on end to give one daily practice. For the less well off it was difficult—but not impossible if one was born with an excellent memory for sound-sequences, good visual recall, and an IQ of at least 130 with which to conquer the grammar. So learning a foreign language became a mark of superiority in wealth, or intelligence, or both.

For centuries children were given the opportunity, if their parents could afford it, of gaining this skill, and even if they did not succeed at it, the money was considered well spent, because they could still boast of having "done it". When our national education system began, barely a century ago, this privilege could only be given to the most able children, but the burgeoning of the affluent society in the past two decades has resulted in everything that was once a privilege being offered to every child in the normal secondary school, including foreign-language learning.

Unfortunately, in order to learn a foreign language within five years a child needs to have been born with the three attributes mentioned above, and only about one in 100 is. In spite of this, the force of a tradition stretching right back to 1066 impels our education authorities to spend, or rather, waste, millions of pounds every year upon teaching a foreign language—generally French—to the other 99 as well. To their credit our children do try, for the first two years, but then drop out. However, this expensive system is still fully maintained. Universities still go on churning out teachers of languages in their thousands, almost all specializing in French. This is an extremely inefficient practice, for the needs of most modern children (destined to travel widely and mix with their counterparts in foreign countries on a scale unimaginable even five to 10 years ago) can best be met by teaching them a language that can be used in every foreign country and learnt to a useful degree within five years.

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At Townsend School, West Drayton, first-year children do a term of Esperanto.

every national language of course. Esperanto is much more widely useful.

Thus one of the two factors that operate against Esperanto in our schools is ignorance; the other is lack of status. It is not an O level subject. Only rare and courageous headteachers and language teachers like to be associated with it, for there's no kudos to be gained. The curious fact is that one can obtain a Grade 1 CSE in it, and a Grade 1 CSE is recognized by the authorities as equivalent to an O level. Alas, employers and universities do not hold this view, so what is in it for anyone (except our children, of course, but they don't come into it, do they?). The GCE boards usually decline to include it, primarily, they say, because there

would be insufficient candidates. One thousand children, in spite of everything, study it every year in 20 of our schools. Amharic, Hausa and Yoruba are, however, O level subjects, even though there are only one or two candidates in any year. Clearly the GCE boards are acting out of pure prejudice. It is a safe bet that none of those who oppose it have actually learnt it, yet they reject it out of hand.

Those who would like to know how to change this situation are invited to write to the Schools and Colleges Information Unit, Esperanto Centre, 140 Holland Park Avenue, London W11 4UF.

David Curtis is Editor of "Esperanto Teacher" the journal of the Esperanto Teachers Association.

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resources

Calculated risks

Barry Blakeley looks at some of the research into calculator usage

For some time, calculators have been commonplace in everyday life—in the corner shop, at home—but many schools still exclude them. Some schools allow them in science and geography lessons, but not in mathematics. Others, happily, not only allow their pupils to use calculators but investigate possible uses and develop different approaches to mathematical topics. However, many teachers are still suspicious of calculators and of their possible effects on arithmetic skills. This article aims to provide some information about research into calculator use, and to indicate some sources of material for teachers who would like to start using them in their classes.

The calculator was accepted in the United States earlier than in the United Kingdom, and there have been many investigations there on calculators in schools. The Calculator Information Centre at Ohio State University, directed by Marilyn Shynum, makes available abstracts and critical analyses of research about use, as well as listing reports and articles.

The picture presented in the opening paragraph is fairly representative of other countries as well as the United Kingdom, with resistance to calculator use generally greater among teachers of younger children. Clear indications that "calculator" pupils do better (or worse) than "non-calculator" pupils on some clearly defined criteria would be welcomed by teachers, but there have been few large surveys from which to draw indications of success or failure. What can be said about the various investigations, however, is that in none of them were any adverse effects of calculator use observed. It is also important to note that benefits such as improved learning of problem-solving skills, and helping low-ability pupils to compete more successfully with those of higher ability, have been observed in some of the investigations.

In 1975, the Inner London Education Authority placed nearly 200 calculators in five schools (one secondary and four primary). With the help of local inspectors, teachers' centre warden and col-

lege lecturers, the schools explored possible uses of the machines in their curricula. The science and geography departments were particularly enthusiastic about the effects of the machines. In 1976 saw a flurry of activity in several quarters. The Mathematical Association published "Calculators Have Come", which considered topics such as Basic Numeracy in the Electronic Age, Using a Calculator to Investigate Patterns, and The Use of Calculators in Public Examinations. In Durham, a working party of sixth-form teachers, investigating uses of a calculator in six-form mathematics. Their report includes some very interesting material, especially in the approach to the exponential function. It is still available, price £1 from the County Education Offices, Green Lane, Spennymoor, County Durham.

1976 also saw the beginning of two far-reaching investigations, one in the primary age and one in the secondary. The Shell Centre for Mathematical Education at Nottingham University, in cooperation with the Leicestershire Education Authority, conducted an investigation in the Robert Bakewell Primary School in Loughborough. The report distinguishes seven strategies for using calculators in teaching mathematics: forecast and check, generate examples and generalise, games based on the calculator, allowing members of the class to take over the handling, involving the study of new concepts, exposing misunderstandings of existing ideas and exploring the calculator itself.

In their general conclusions and discussion the investigators make many interesting points: "...the presence of calculating machines in the primary school does not appear to prevent children from learning to calculate; on the contrary the calculator appears positively to encourage and aid the process". The report, available from the Shell Centre, gives many examples of the work of pupils in using number concepts, symbols and notation, number facts, grouping, place value and notation, extension to fractions, negative numbers, computational skills and applications of number. It concludes by stating that the need to encourage and coordinate the exchange of information and experience, to adapt written material and produce texts and materials, to inform and reassure teachers and parents, and to observe the long term effects of calculator use.

The USA-based source of material, in particular the Iowa Problem Solving Project, at the Primary Workshop of the Fourth International Congress on Mathematical Education, held in Berkeley, California, during August, the main areas of mathematics for which the use of the calculator is recommended are: mental arithmetic, place value, decimals and problem solving. The project aims to build up a bank of materials to monitor the acceptability of calculator use in schools. The teachers, parents and pupils, though, it has been under way for some time, it would still be possible for a few schools to join in the testing of material already produced, if they are prepared to put in a fair amount of time. For details, contact Ken Tyler, Shell Centre for Mathematical Education, Nottingham University.

The other major effort is in the 11-16 age range and comes from the School Mathematics Project. The



SMP Computing in Mathematics Group has been regarding calculator development with growing interest, and many of the cards in the SMP Compack sets can be used successfully in conjunction with calculators.

The Calculators in Schools investigation was based in seven schools, with 40 calculators in each school. The calculators were used in various ways—providing groups of five or six machines in every mathematics room, serving as a class set with one calculator for each pupil, and in one case, with a class of pupils having a calculator.



For each on permanent loan. Events have somewhat overtaken the report (liquid crystal displays now make the point) but it still contains discussion of many very pertinent questions and can be obtained from the SMP, Westfield College, Kidderminster Avenue, London NW3 7ST. The report was only the starting point for an important development. O level, the SMP mathematics in a "calculator" format. Examination boards have wrestled for years with the problem of whether or not to allow candidates to use non-programmable machines in mathematics examinations, and various solutions have been attempted. The point is that calculators are not just allowed, they are required.

Paper 1 is taken also by candidates for the non-calculator syllabus, and no calculating aids are allowed. For Paper 1, the syllabus has been altered. Details of the syllabus (Syllabus C) and specimen papers can be obtained from the Oxford and Cambridge Examination Board. Syllabus changes require new teaching materials, and the SMP Calculator Series consists of three cover How to Use your Electronic Calculator, Growth and Decay, Financial and Other Applications, Sequences and Iterative Processes (new syllabus areas), with Calculator Supplement to Books X, Y and Z, and Calculator Supplement by Topics providing sets of examples for existing chapters in SMP texts. There is also a teaching guide to the five booklets, all published by Cambridge University Press.

The year 1978 saw the establishment of a Schools Council Project

based once again in Durham, comprehensive schools are now using four, third and second year pupils. Publication is expected about summer 1981.

Recent issues of the Mathematical Association's *Mathematics in School*, have included several Calculator Compack sets and activities with a calculator, which can be used in mathematics teaching. The calculator (259 London Road, LE2 3BE) also has a set of 100 cards, which keeps to the best known aspects of ancient civilisation and is usually illustrated by good colour photographs. It is unlikely that any teacher tackling Ancient Egypt with 9 to 13 year olds will not want to deal with the pyramids, temples (Abu Simbel) and Tutankhamun. The pictures are here.

The grandiose aspects of Roman life are fully represented: triumphs, Pantheon, Trajan's Column and the Colosseum with exterior and interior views and a mosaic of gladiators to complete the effect. Accepting the limitations of length, inevitable when dealing with a number of different cultures like Sumer, Assyria, Babylonia and Persia or covering vast areas like the Roman Empire, it is a compliment that the sets seem to include the obvious.

Nevertheless the lack of revision is to be regretted. Some weaknesses that were apparent in 1974 have not been removed. There is very little evidence of the homes and lifestyle of ordinary people. One Pompeian street scene appears—and a rich man's house—but none of the tenement blocks in Rome or the Little Egypt on any of the other sets. A town site, such as Malls, might have helped balance the picture of Crete, presented here as almost entirely Knossos.

"The Land of the Two Rivers" set is equally devoid of any sense of the people. A case could also be made for the use of rather more reconstruction: a springly used, such illustrations can perform a genuine imaginative function. It is not surprising that *Ancient Egypt* is the best set. Concentrating on one civilisation, confined to one area and lacking significant change (considering the age group it is aimed at), it is possible to provide a coverage quite beyond the others, though the Roman set shares similar virtues to a lesser extent.

A sense of inadequacy is apparent when considering what is not shown

These four filmstrips provide a basic collection of pictorial material covering the ancient world. It is a world that either formed the foundation for subsequent European (Mediterranean) culture or lay contiguous to it and was "discovered" by European archaeologists in the nineteenth and early twentieth centuries.

Even within this partial definition, major cultures such as the Hittites and Phoenicians have had to be excluded. Nevertheless, for the teacher wanting filmstrip or slide material dealing with Mesopotamia, Egypt, Greece (including its predecessors Crete and Mycenae) or the Roman Empire, these are still good all round sets.

Ancient cultures

by James Bromwich

Then and There Filmstrips
The Ancient World
The Land of the Two Rivers.
Egypt—The Gift of the Nile. The
Origins of European Civilization,
Rome and her Empire.
Edited by E. J. Sheppard
Longman/Compton Ground, Harlow.
Each £4.35 each.

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The plot is that it is necessary to say "all". These are 1974 filmstrips, released rather than revised or re-edited. The main change probably reflects the economic climate of the 1980s: they are available separately. Resewing the accompanying notes in four booklets has allowed the updating of the bibliographies, but there is no other noticeable addition or alteration.

Undoubtedly, they were and still are practical and well put together. Few criticisms can be aimed at the material, which keeps to the best known aspects of ancient civilisation and is usually illustrated by good colour photographs. It is unlikely that any teacher tackling Ancient Egypt with 9 to 13 year olds will not want to deal with the pyramids, temples (Abu Simbel) and Tutankhamun. The pictures are here.

The grandiose aspects of Roman



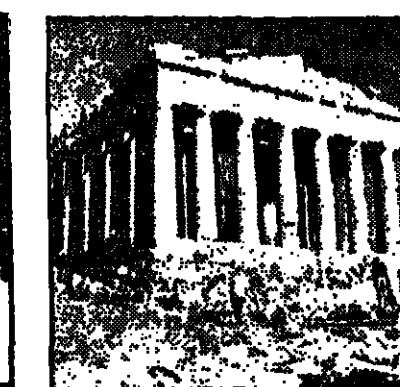
Major cultures in these filmstrips include those of Egypt and Greece.

life are fully represented: triumphs, Pantheon, Trajan's Column and the Colosseum with exterior and interior views and a mosaic of gladiators to complete the effect. Accepting the limitations of length, inevitable when dealing with a number of different cultures like Sumer, Assyria, Babylonia and Persia or covering vast areas like the Roman Empire, it is a compliment that the sets seem to include the obvious.

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Seashore variations

by P. K. Boden

Principles of Seashore Ecology.
Double slidebook, £10.25.
The Ecology of Estuaries. Slidebook,
£5.75.

The Ecology of Sand Dunes. Slidebook, £5.75.
by Julian Crenoma
Focal Point Audiovisual Ltd, 251
Copnor Road, Portsmouth, Hants.

In grouping 40 excellent colour slides in *Principles of Seashore Ecology* to examine the ecology of littoral regions the author has chosen to begin by highlighting variations in limiting factors in the first 20 slides. The second set relates to the general framework of the energy-dependent seashore ecosystem and its web of life.

It would have been better to reverse the order, especially as the title *Principles of Seashore Ecology* leads one to expect a clear exposition of the general ideas before they are applied to detailed features of particular environments. The basic ideas need a diagrammatic presentation in the form of a simplified energy flow chart and ecosystem model. The other slide sets under review contain admirable diagrammatic presentations of relevant overall ideas.

Teachers could present slides 21 to 40 first, however. They examine light as the source of energy (a photograph of sun shining on a beach); the basic web of life as adapted to the seashore; the producers (mussels, sponges and fish) and the decomposers (crustaceans). The teacher's notes for these and all individual slides present pleasingly direct descriptions, emphasizing adaptations of the life forms to the environment. The introductory paragraph to the teacher's notes is weak and reflects the dissonance between title and content as sequenced.

These sets all deserve to be successful and will continue to fill an obvious need. Any sense of disappointment is produced by the knowledge that an opportunity has been lost: republication has not brought any attempt to raise the standard any further.



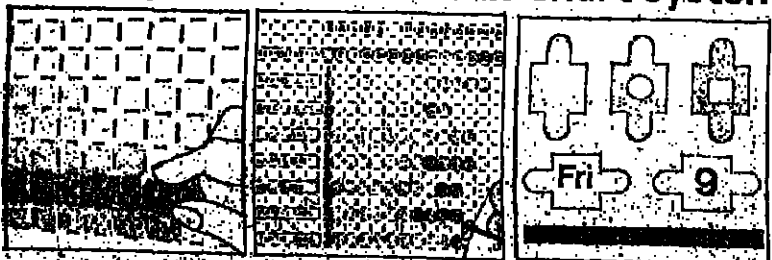
From 'The Ecology of Sand Dunes'

The *Ecology of Estuaries* and *The Ecology of Sand Dunes* slide sets present again well chosen frames (20 in each set) to show the features which characterize plant succession and webs of life in estuaries and sand dunes. Particularly interesting use has been made of infra-red photography. The logic of the order of the presentations is sound, and this is made clear in the introductions to the teacher's notes. The *Ecology of Estuaries* presents oblique views and detailed shots of glasswort, crutch grass and other saltmarsh plants, snails, bivalves, crustaceans, worms, fish and the birds at the end of the food chain.

The *Ecology of Sand Dunes* includes shots of sea rocket, sea couch grass, marram, sea holly, sand sedge, buckthorn and willow, building towards a climax community with its attendant animal life. Photographing the sequence of photography in *The Principles of Seashore Ecology* will make the slide set admirable for classroom use, either inductively or deductively. Teachers could add systems diagrams. But in the other two sets, on estuaries and sand dunes, they have all the resources they need. The slide sets come attractively and functionally packed. They are a worthwhile buy.

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EXAM ROOM

Token exhibition

A shortage of small change at the end of the eighteenth century led to the issue of trade tokens, small value coins issued to workers by employers. The tokens could be exchanged for goods at local shops. An exhibition of trade tokens is being held at the Science Museum, London, from 17th to 19th June. The exhibition is free, museum hours are 10.30 to 6 pm. Science Museum, Exhibition Road, London SW7 2DD.

Safe as houses

We may regard our homes as a safe refuge from the perils of the outside world, but it is at home that most accidents happen. Particular at risk are children and old people. To highlight the dangers, Sterling Health have produced two posters featuring a series of the most common causes of accidents in the home. They measure approximately 12in by 17in and are available on receipt of a 17p stamp from the Home Safety Posters Office, Sterling Health, Bursillon, Surrey.

Electrical wisdom

The Electrical Association for Women has published a small information package on nuclear energy. Get into time is a book of eight pages held in a card folder. It has 16 pages of text like "Nuclear energy is a worldwide..." About nuclear energy and "Other energy sources". The book is an independent publication founded in 1924 to provide information in the safe, wise and sound use of electricity in the home. It costs £3.00 inclusive of postage and is available from the Electrical Association for Women, 25 Fowling Lane, London W1Y 2AL.

Trips to the zoo

A booklet giving details of educational visits to London Zoo during Autumn 1980 and Spring 1981 is available from The Zoological Society of London. Courses are provided at four levels: general interest for less academic secondary school pupils, 11 to 13 years; secondary level, 14 to 16 years; secondary level, suitable for group visits; and a level for sixth form pupils with some biological knowledge.

For further information contact: Education Department, The Zoological Society of London, Regent's Park, London NW1 4RY.

Video transfers

Gateway Educational, are making available 30 titles from their 16mm film catalogue in Betamax, U-matic, VCR (1500 and 1700) and VHS formats. The above includes geography, history, and chemistry titles at prices between £35 and £40, as opposed to film prices of £97 to £294. Details can be obtained from the company at Waverly Road, Yate, Bristol.

Careers services

A 13-minute slide/tape presentation illustrating the work of careers officers in East Sussex has been produced by the County Careers Service. It is designed to illustrate every aspect of the work of the careers service in schools and will be used by careers officers in their routine work with schools and employers groups. John Allen, East Sussex County Careers Officer, said the presentation will contribute towards a better understanding of the role of careers officers. Further information from: John Allen, East Sussex County Careers Officer, East Sussex County Council, Pelham House, 25 Andrews Lane, Lewes, East Sussex.

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endpage The other Rugby

A hundred years ago this month, Thomas Hughes, the author of *Tom Brown's Schooldays*, founded a colony in Tennessee, designed to provide an outlet for the energies of "the swarming manhood of the English gentry and middle class". David Mitchell looks at the changing fortunes of this New Jerusalem

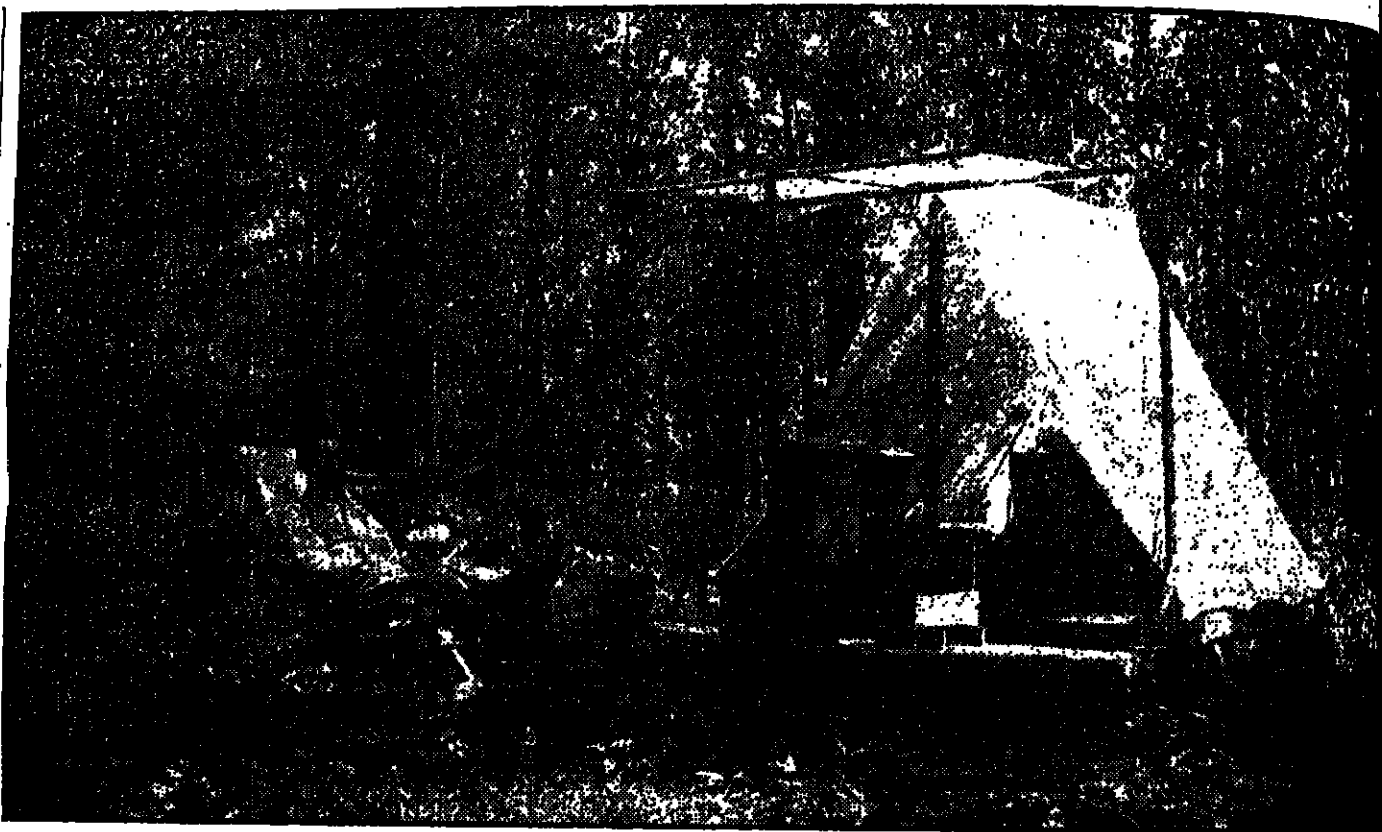
'Tis a scheme that is truly gigantic
Tom Hughes has just started, for he
is taking across the Atlantic
To settle in far Tennessee
A new colony, peopled by dozens
Male settlers, the young and the old,
With their wives and their sisters and
cousins,
Are all gathered into the fold...

Thus in October 1880, Punch jocosely
hailed the founding of New Rugby.

Member of Parliament, Queen's
Counsel, Chairman of the Cooperative
Union, a founder of the Working Men's
College, as well as author of *Tom
Brown's Schooldays*, Hughes was the
most uncompromisingly likable of the
Christian Socialist leaders. His restless
reformism was inspired by a total, un-
critical admiration for Dr. Thomas
Arnold, headmaster of Rugby when
Hughes was a pupil there. In his esti-
mation, Arnold's trinity of educational
values—(1) religious and moral con-
cerns (2) gentlemanly conduct (3) intel-
lectual ability—represented a spiritual
breakthrough comparable with that of
Luther and Calvin.

Predicting that "Labour is going to be
King", he believed that Arnold's version
of the public school spirit, together with
a form of "classless" comradeship which
he claimed to have known during his
boyhood in a Berkshire village, was the
most helpful prescription for a healthy
society. In particular he worried over the
plight of boys turned out in their
thousands from proliferating public
schools.

Chary of commerce ("where success
almost necessarily involves a sharpness
in money matters which they have learned
to scorn"), they found socially
acceptable posts in the liberal profes-
sions, the Church, the Army—over-
stocked. What, he asked, could be done
to provide "an outlet of a satisfactory
kind" for this "vast overplus of might-
y manhood of the English gentry and
middle class, bewildered
youths of good education and small capital?" Fond of quoting Emerson on the
dignity of manual labour, Hughes was
convinced that "until a young man's
mother and sister, and the girl he danced
with last night, learn to see him driving
a plough or working at a bench or forge
for wages, without any sense of humilia-
tion, these occupations cannot fairly be
said to be open to him". The answer, he
thought, was to found a colony over-



An early member of the colony takes it easy.

seas where these victims of false conven-
tion could prove themselves, and at the
same time set an example of Christian
Socialism in places that lacked the Arnold
heaven.

The industrial recession of the late
1870s offered the chance of enrolling
some experienced artisans and small farm-
ers to give the proposed colony a solid
base; and, still full of zest and vigour at
57, Hughes sought a location for his
contacted by some Boston businessmen
whom he had met during a triumphal lec-
ture tour of the United States in 1870.

Having selected part of the Cumberland
Plateau in north-east Tennessee as the
site of a settlement intended for Ameri-
cans thrown out of work by an industrial
crisis which had suddenly passed, they
suggested that he might like to take it
over.

Hughes, who put a good deal of his
own money into the project, was soon
persuaded. A glowing report forecast that
"patient labour, guided by skill and
intelligence", would turn the thickly
forested, sandy-solled plateau into a
miracle of fertility; and a deciding factor
was Hughes's passion for promoting
Anglo-American friendship.

As President of the Board of Aid to
Landownership, Hughes attended an open-
ing ceremony at the newly completed
Tabard Inn, a 40-room hostelry, on
October 5, 1880. He stressed that the
cooperative ideal had nothing to do with
pernicious Marxism; that plans for a
cooperative store and a common herd
of dairy cattle ("to be managed by a
committee elected by shareholders") did
not exclude the right to private property
and private profit; and he hoped that
more Americans would play their part
in "planting on these southern highlands
a community of gentlemen and ladies;
not that artificial class which goes by
those grand names in Europe and here,

the joint product of feudalism and wealth,
but a society in which the humblest mem-
bers, who live (as we hope most, if not all,
of them will to some extent) by the labour
of their own hands, will be able to meet
princes in the gate without embarrass-
ment and without self-assertion."

Christened "Rugby", the infant colony
received heavy press coverage. The four-
year-old mother travelled to take up resi-
dence amid a fanfare of acclaim (at 83
she was reverentially known as "Madame
Hughes"). *Harper's Magazine* described
the settlement as symptomatic of "Eng-
land's Second Colonization of America";
and Hughes dashed off articles to the
Spectator extolling "this enchanted soli-
tude" with its gorges bordered by
thickets of rhododendrons, azaleas and
magnolias.

By mid-1884, gathering around a bolse-
rous vanguard of ex-public schoolboys from
Eton, Rugby, Wellington, Malvern and
Brighton, the colony had a population of
about 150. But reports were disquieting.
Accommodation was in short supply and
the winter had been the most severe in
25 years. Then came a drought that
ruined crops, and an outbreak of typhoid
fever which caused several deaths and
a panic exodus.

In England, Hughes wondered if these
and other misfortunes spelled "the down-
fall of the last castle in Spain I am ever
likely to build". The six-mile road to
Sedgemoor Station was often barely
passable. A promised branch line to
Rugby did not materialize. A tomato
canning factory failed for lack of toma-
toes; a pottery venture folded; and the
Tabard Inn, a fashionable and lucrative
attraction with its billiard tables and
Cheltenham club-like atmosphere, burnt
down.

Settlers persisted with livestock, grain,
fruit and vegetable raising. Few made
even a modest living. But subventions
from the Board of Aid and the arrival of
some wealthy residents enabled Rugby
to weather the storm. In 1884, the popula-
tion touched a peak of about 450.

Seventy main buildings, often set in
ornamental gardens, featured the peaked
roofs, gabled windows, and fancy veran-
dahs dear to Victorian England;
and English road names—Harrow, Don-
nington, Farringdon, Reading, Longcott—
abounded. The Tabard was rebuilt (it
burned down again in 1899), and when
the Arnold Preparatory School opened
there was a wild rumour that Matthew
Arnold might become headmaster.

Financially hard hit, Hughes was forced
to cut his family's living standards and
to curtail his political and philanthropic
activities. His three subsequent visits,
the last in 1887 just after his mother's
death, did something to raise morale, but
could not arrest a steady decline. Nothing
came of projects for oil prospecting, coal-
mining and manufacturing industries.
Backers withdrew support; colonists
drifted away.

Optimism and good-fellowship had
proved an inadequate formula. The

making and sale of alcohol had
sternly prohibited (Hughes had
warned of moonshine madness),
there was more than a hint of
hippielism about the young ladies
gentlemen who set the social tone
community supposed to be dedica-
plain living and high thinking.

The press, sarcastic about "plans
whose manual labour was largely
fined to the tennis courts, ridiculed
ritual of dressing for 4 o'clock tea and
vogue for amateur theatricals, balls,
drives and elaborate sylvan picnics
old school or varsity blazers outdoors
butterflies in brilliance.

Backers in London actually sent
"spy" equipped with a secret code
transmit reports of alleged business
management. But though the cooper-
ideal evaporated—there was no com-
herd and even the general store re-
to private ownership—Hughes refused
despair. Shortly before his death he
he wrote: "I can't help believing
good seed was sown when Rugby
founded." Not long afterwards, the
shareholders sold out to American
interests.

The small town shrank to a
village where a few farmers have
what can be achieved by mechan-
husbandry, and where residents
together since 1966 in a Restora-
Association, strive to preserve Rugby
historic identity. Seventeen buildings
in working order, including
Liste, built for Hughes who but for
wife's shyness might have lived there
Uffington House, his mother's residence
and Walton Court, the only house
by the original family.

The Public Library which, stocked
with 7,000 volumes, preserves
Hughes by British and American
fishers, contains one of the finest col-
lection of Victorian literature in the
States, is exactly as it was when it opened
in 1882. So is Christ Church, a chan-
diminutive Carpenter's Gothic
much favoured for stylish weddings.

A tragicomic failure by modern
economic standards (which Hughes
self despised), New Rugby has with-
many more or less utopian commu-
in America, at least survived; and
value as a unique tourist attraction.
belatedly, been recognized by
In the National Register of Historic
Places. Plans for a National River
Recreation Area, which envisage the
building, yet again, of the ill-fated
Tnn as a Park Lodge, are likely to
restoration funds.

But the prospect of a major
influx is viewed with mixed emotion
residents, who fear a develop-
pressures that could impair Rugby's
toric and rural integrity. Commem-
celebrations will be tinged with a
that the fight for survival is not over.

Further details are available from
Rugby Restoration Association (PO
Box 2, Rugby, Tennessee 37733), which
is a British member.

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Thomas Hughes (second left) and his mother at her Rugby home, around 1883.

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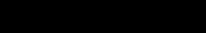
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